DOCUMENT RESUME

ED 126 997 JC 760 450

AUTHOR Quanty, Michael; And Others
TITLE A Student Evaluation of Counseling and Library Services, Student Activities and College Publications, Including Student Preferences for Alternative Class Schedules.
INSTITUTION Johnson County Community Coll., Overland Park, Kans.
PUB DATE Aug 76
NOTE 117p.

EDRS PRICE MF-$0.83 HC-$6.01 Plus Postage.
DESCRIPTORS Cocurricular Activities; Community Colleges; Counseling Services; Instructional Programs; *Junior Colleges; Library Services; Questionnaires; School Publications; School Schedules; *Student Characteristics; *Student Opinion; Student Personnel Services
IDENTIFIERS Class Schedules; Johnson County Community College

ABSTRACT

The Johnson County Community College (JCCC) Office of Institutional Research conducted a study in spring 1976 designed to measure student opinion in relation to five areas: counseling services, selected aspects of the instructional program, student activities, library services, and college publications. Demographic information and preferences for various class schedules were also sought. The survey sample and respondents included 600 students from 38 randomly selected credit classes on campus. Survey results indicated that the "typical" JCCC student was under 24 years of age (64.5%), single (62.3%), had not attended another college (63.8%), and was employed (72.9%) at least part-time while taking 10 or more hours of classes (72.9%). JCCC students were attending college either to transfer to a four-year college (37.6%), or to prepare for a job or job improvement (35.9%), and planned to complete an Associate of Arts degree (61.1%). Detailed results of student opinion in the areas surveyed are analyzed, and tables displaying the survey data for each of the five areas are included. The findings are compared to previous JCCC surveys, and to comparable national studies. Recommendations, based on data analysis, are made to improve the delivery of institutional services to students. The four questionnaires used in this study are appended. (JDS)

****
* Documents acquired by ERIC include many informal unpublished *
* materials not available from other sources. ERIC makes every effort *
* to obtain the best copy available. Nevertheless, items of marginal *
* reproducibility are often encountered and this affects the quality *
* of the microfiche and hardcopy reproductions ERIC makes available *
* via the ERIC Document Reproduction Service (EDRS). EDRS is not *
* responsible for the quality of the original document. Reproductions *
* supplied by EDRS are the best that can be made from the original. *
****

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

ED126997

A STUDENT EVALUATION OF COUNSELING AND LIBRARY SERVICES, STUDENT ACTIVITIES AND COLLEGE PUBLICATIONS

including student preferences for alternative class schedules

For Administrative Review

August 1976

Office of Institutional Research
Johnson County Community College
College Boulevard at Quivira Road
Overland Park, Kansas 66210

JC 760 450

PREFACE

Since the move to the permanent campus in August 1972, enrollment has increased 45 percent from 3611 during fall 1972 to 5253 during fall 1975. This rapid growth in credit classes has been accompanied by an increased demand for student services. Because these services are important components of the overall college program, some current information on their effectiveness was needed.

This study incorporated the evaluation needs for several areas (counseling, library, student activities, publications) as well as some specific needs related to instruction. The project staff included the research director, Edwin Williams, Connie Ritchie, and Michael Quanty, who had the primary responsibility. A number of other people contributed to the development of the questionnaires and provided comments pertinent to the final report. They included Dr. John Cleek, Dr. Harold Finch, Dr. William Lozano, Richard Burns, Linda Dayton, Dane Lonborg, Charles Bishop, Glenna Stites, Wayne Steen, Melvin Cunningham, Kay Kirkman and Patsie Staake. Additional information can be obtained from Michael Quanty.

Elaine L. Tatham
Director of Institutional Research

TABLE OF CONTENTS

	Page
PREFACE	1
TABLE OF CONTENTS	ii
LIST OF TABLES	v
Section	
I. INTRODUCTION	1
II. METHODOLOGY	2
Questionnaire Development	2
Selection of the Sample	3
Subjects	3
Questionnaire Administration	4
III. STUDENT DEMOGRAPHIC CHARACTERISTICS	4
Interrelationships Among Demographic Variables	5
Age Differences Among Students (Tables 1-6)	5
Sex Differences (Table 7)	6
Marital Status (Table 8)	6
Other Variables (Tables 9-11)	6
IV. STUDENTS' PERCEPTIONS OF INSTRUCTIONAL SERVICES AND PREFERENCES FOR CLASS SCHEDULING	7
Perceptions of Instructional Services (Table 12)	7
Preferences for Various Class Schedules (Tables 13-14)	8
V. COUNSELING SERVICES	9
General Counseling Services (Tables 15 and 20)	9
Program Planning (Tables 16 and 20)	9
Transfer and Course Information (Tables 16 and 20)	9
Counselor Characteristics (Tables 17 and 20)	10
Career Planning and Placement Center (Tables 18 and 20)	10
Financial Aid (Tables 19 and 20)	10
VI. LIBRARY SERVICES	11
Student Use of Library (Tables 21-24)	11
Instructor Encouragement of Library Use (Tables 25 and 26)	11
Student Perceptions of Library Services (Tables 27-29)	12

Page

VII. COLLEGE PUBLICATIONS

Student Opinions of JCCC Course Schedule (Table 30) . . . 12
Student Reactions to JCCC Student Handbook (Tables 31 and 32) . . . 13
Student Reactions to Other JCCC Publications (Tables 33-35) . . . 14

VIII. STUDENT ACTIVITIES . . . 14

Student Use of Time Outside Classes (Tables 36 and 37). . 15
Student Opinions About Extracurricular Campus Activities (Tables 38 and 39) . . . 15
Student Support of Campus Sports Activities and Art Exhibits (Tables 40 and 41) . . . 16
Student Participation in Committees (Tables 42 and 43). . 16
Student Opinions on Planning and Attending Activities (Tables 44-47) . . . 17

IX. COMPARISONS WITH DATA FROM PREVIOUS SURVEYS . . . 17

Average Student Age . . . 17
Educational Goals . . . 18
Employment . . . 18
Instruction . . . 18
Counseling Services . . . 19
Career Planning and Placement Center . . . 19
Library Services . . . 20

X. SUMMARY OF CURRENT FINDINGS . . . 21

Characteristics of the "Average" Student (Tables 1-3) . . 21
Reasons for Attending JCCC (Table 3) . . . 22
Age Differences (Tables 4-7) . . . 22
Selected Other Demographic Findings (Tables 8-11) 22
Instruction (Tables 12-14) . . . 23
Counseling (Tables 15-20) . . . 23
Library Services (Tables 21-29) . . . 23
JCCC Publications (Tables 30-35) . . . 24
Student Activities (Tables 36-47) . . . 24

XI. COMPARISONS TO NATIONAL DATA . . . 25

American Council on Education Data . . . 25
Student and Instructor Perceptions of Instructional Climate . . . 26

XII. RECOMMENDATIONS . . . 27

Afternoon and Weekend Classes . . . 27

Page

Counseling Services 28
Career Planning and Placement Center 29
Financial Aid 29
Library 30
Publications 30
Student Activities 31

REFERENCES 32

TABLES 33

APPENDIX A. SURVEY INSTRUMENTS 78

APPENDIX B. CLASSES SURVEYED 106

LIST OF TABLES

		Page
1.	JCCC Student Demographic Characteristics	33
2.	Work and Class Schedules of JCCC Students	34
3.	Reasons for Attending JCCC and Future Educational Plans	35
4.	Sex of Students by Age Groups	37
5.	Number of Credit Hours Taken by Students in Various Age Groups	37
6.	Educational Goals of JCCC Students from Different Age Groups	38
7.	Educational Goals for Males and Females	39
8.	Marital Status and Educational Objectives	40
9.	Intentions to Transfer and Intentions to Complete A.A. Degree.	40
10.	Number of Credit Hours Taken by Students Enrolled for Job Related Reasons and Those Enrolled in Preparation for Transfer	41
11.	Number of Credit Hours Taken by New Students and Returning Students	41
12.	Student's Perceptions of Instruction at JCCC	42
13.	Preference of JCCC Students for Various Types of Class Schedules	43
14.	Preferences for Class Meeting Types for Younger and Older Students	45
15.	Student Opinions of General Counseling Services	46
16.	Student Opinions of Program Planning Services and Transfer and Course Information	47
17.	Student Perceptions of Counselor Characteristics	48
18.	Student Knowledge of Career Planning and Placement Center	49
19.	Student Awareness of Financial Aid Available	50
20.	Student Reactions to Counseling Services at JCCC	51

LIST OF TABLES
(continued)

Page

21. Student Use of Library Facilities 55

22. Library Use by Students of Different Ages 56

23. Library Use by Students Who Plan or Don't Plan to Transfer . . 56

24. Preferences for Library Weekend Hours for Various Age Groups . 56

25. Instructor Encouragement of Library Use 57

26. Extent to Which Students of Different Ages Feel Instructors Encourage Library Use 58

27. Student Perceptions of Library Services 59

28. Ratings of the Adequacy of the Library's Collection of Materials by Students with Different Transfer Plans 60

29. Ratings of Library Staff's Courteousness and Willingness to Serve by Younger and Older Students 60

30. Student Opinions of JCCC Course Schedule 61

31. Student Reactions to JCCC Student Handbook 62

32. Reactions of New and Returning Students to the Student Handbook 62

33. Student Reactions to Various JCCC Publications 63

34. Reaction to JCCC Catalog by Younger and Older Students 64

35. Reaction to JCCC Careers Book by Males and Females 64

36. Student Use of Time Outside Class 65

37. Age and Sex Difference in Student Use of Time Outside Class . . 66

38. Student Opinions of Information About Extracurricular Campus Activities 67

39. Age and Sex Differences in Student Opinions About Sources of Information for Extracurricular Campus Activities 67

40. Student Support of Sport Activities and Art Exhibits 68

41. Age and Sex Differences in Student Support of Sport Activities and Art Exhibits 69

42. Student Participation on Committees 70

LIST OF TABLES
(continued)

		Page
43.	Age and Sex Differences in Student Participation on Committees	72
44.	Student Opinions on Planning and Attending Activities	74
45.	Percentage of Students Who Would Definitely Attend or Help Plan and Execute Various Activities	76
46.	Reasons Given for Not Attending Student Activity Functions	77
47.	Age and Sex Differences in Reasons Given for Not Attending Student Activities Functions	77

A STUDENT EVALUATION OF COUNSELING AND LIBRARY SERVICES, STUDENT ACTIVITIES AND COLLEGE PUBLICATIONS

I. INTRODUCTION

"Student service programs provide conditions, activities, and support which contribute to an environment conducive to learning" (Saupe & Dressel, 1971, 157-158). Providing effective student services is an essential component of a college's total learning program. JCCC is aware of the importance of these programs and conducts periodic student surveys to assess the effectiveness of student services provided by the College. The results of these surveys are then incorporated into planning for future needs.

The first JCCC student follow-up [3] was completed during the 1972-73 academic year and included evaluations of some student services. That survey, however, dealt with the student services available in the temporary facilities. The move to the permanent campus was completed during August, 1972. The following year in the fall of 1973, the Office of Institutional Research surveyed students' opinions concerning counseling services and instruction at JCCC [7]. In 1974, library patrons were surveyed to determine their perceptions of the library's strengths and weaknesses [2]. Results of these surveys were incorporated into the 1974 self-study report that JCCC completed for the North Central Association of College and Secondary Schools. That report [6] recommended that the college continue to evaluate these services and undertake an evaluation of student activities. No formal evaluation of student activities had been completed since the move to the present facilities.

More recently, the college has become interested in the distribution and impact of its various publications. Earlier this year (January 1976),

the Office of Institutional Research completed a report summarizing community reactions to some of the college's publications [1]. No assessment of student opinion was made at that time, however.

The dramatic increase in enrollment over the past few years has also created scheduling problems that demand attention. As data from the 1976 room utilization study show, many of the scheduling problems could be alleviated by utilizing existing facilities more efficiently. In order to accomplish this, college planners need to assess student interest in alternative class schedules (e.g., afternoon and weekend classes).

The student survey summarized in this report, therefore, measured student opinion in the following five areas: counseling services, selected aspects of the instructional program (including alternative class schedules), student activities, library services, and college publications. Students were also asked to provide demographic information so that the effectiveness of college services could be examined for various segments of the student population.

II. METHODOLOGY

Questionnaire Development

The final questionnaires used in this survey were developed in cooperation with college staff from the various service areas represented. In the initial stage, the Office of Institutional Research solicited questions and input from staff members involved with the programs to be evaluated. These questions were compiled and edited by members of the research staff and distributed for further comment and revision. Early in this process, it became obvious that all the questions could not be handled easily by a single survey instrument. Four forms were therefore developed with one for each of the following areas: counseling services, student activities,

library services, and college publications. The questions concerning instruction were added to both the library services and college publications questionnaires since these latter questionnaires were relatively short and using both would create a larger sample size. After several more revisions and refinements, these four questionnaires were approved and printed.

Copies of the questionnaires are included in Appendix A. The first section of each questionnaire is essentially the same. It contains a short paragraph explaining the purposes of the survey and questions concerning students' demographic characteristics and reasons for attending JCCC. In this way, uniform demographic information was obtained for the entire sample, even though all respondents did not complete the same questionnaire. The remaining section(s) contained specific questions for the area being evaluated.

Selection of the Sample

The decision was made that a total sample of approximately 600 students would provide sufficiently reliable data. Since it would have been impractical and costly to choose 600 students and contact them individually, 39 classes were chosen at random from credit classes offered on campus. Five of these original classes were not included in the survey for various reasons and attendance in some of the other classes was smaller than expected, so four classes were added after the survey began. A list of the classes included in the survey is given in Appendix B.

Subjects

A total of 600 students from the 38 classes completed questionnaires. A student who was in more than one of the classes was given a different questionnaire the second time and told not to complete the demographic information. All four questionnaires were distributed in every class in approximately equal numbers. The student activities and publications/

instruction surveys were completed by 147 students each; the counseling services and library services/instruction questionnaires each had 153 respondents.

Questionnaire Administration

Members of the research staff administered the survey in the selected classes during the week of March 22-26, 1976. Instructors had previously been sent a letter on February 25, soliciting their cooperation and a reminder letter on March 16. The research staff member explained the purpose of the survey, answered any questions, and encouraged students to be honest and frank in their answers and comments. Administration of the questionnaires required approximately 20-30 minutes.

III. STUDENT DEMOGRAPHIC CHARACTERISTICS

Tables 1, 2 and 3 respectively summarize the demographic characteristics of the students sampled in this survey, their work and class schedules, and their reasons for attending JCCC. Although the tables reveal considerable variation among students on these parameters, they also show a rather consistent pattern which might describe the "typical" JCCC student. This student will be under 24 years of age (64.5%), single (62.3%), will not have attended another college (63.8%), will be employed (72.9%) at least part-time and take ten or more hours of class (72.9%) during the morning hours (67.9%) The student will be attending JCCC for one of two very practical reasons, either to transfer to a four-year institution (37.6%) or to prepare for a job or job improvement (35.9%),and plans to complete an A.A. degree (61.1%). The main reasons JCCC was chosen over other colleges were that it was close, had low tuition, and afforded the student an opportunity to work and attend college.

Interrelationships Among Demographic Variables

As noted above, while most students tended to fall into several categories, there was nevertheless considerable variation. For example, a majority (52.1%) of students at JCCC was under 21 years of age but the reported ages ranged as high as 60, and the mean age was 24. Students who differ in terms of demographic characteristics may also differ in other ways which should be considered in institutional planning. Some of the more important differences among students in various demographic classifications are discussed below. More complete data are available from the Office of Institutional Research.

Age Differences Among Students (Tables 1-6)

As Table 1 shows, the proportions of males and females at JCCC were approximately equal. These proportions, however, varied considerably for students in different age groups. Males and females were equally represented in the 17-19 age range, males were clearly more prevalent in the 20-29 age group, and females outnumbered males by over two to one in the 30 and older group. These data are summarized in Table 4. Knowing that the college attracts twice as many women as men from the population of persons 30 and older may help institutional planning in various ways. Special courses or programs might be offered which would appeal to women 30 and older in order to encourage them to enroll in more courses. On the other hand, other programs might be designed to increase the percentage of men enrolling from that age group, or the percentage of women enrolling from the 20-29 age group.

As Tables 5 and 6 show, older students took fewer hours than younger students, were more likely to attend JCCC for job related reasons, more likely to plan to complete an A.A. degree, and were less likely to be

considering transfer to a four-year institution.

Sex Differences (Table 7)

Females tended to be more career oriented in their educational goals than males, were more likely to plan to complete an A.A. degree, and less likely to be considering transfer to a four-year institution. They also ascribe more importance to the special educational programs at JCCC. This latter finding may reflect the inclusion in the sample of 38 students from the nursing program, most of whom were females.

Marital Status (Table 8)

In general, when compared to other students, single students showed less inclination to plan on completing an A.A. and were less likely to be attending JCCC for career related reasons. More single students and married students with no children planned to transfer than did other students. These more mobile students, then, may require somewhat different courses and services than students with family responsibilities.

Other Variables (Tables 9-11)

Students who intended to transfer also had more definite plans to complete their A.A. degree. More students in the other two categories (uncertain, and do not plan to transfer) were uncertain about their plans to complete an A.A. degree. This tendency was especially pronounced among students who were also uncertain about their plans to transfer. Thus, there may be a fairly large percentage of students enrolled at JCCC who aren't really sure about their educational goals. They might benefit from counseling, general survey courses, career days, or other activities that would acquaint them with alternative directions their education could follow.

Students who enrolled at JCCC primarily for job related reasons tended

to take fewer credit hours than those who enrolled primarily to prepare to transfer to a four year college (Table 10). These former students may have more other obligations, such as employment. Nevertheless, offering more courses related to business applications (e.g., consumer psychology, business math) might encourage them to take more hours.

Students who enrolled at JCCC for the first time during Spring 1976 also tended to take fewer course hours than those who were returning (Table 11). It may be that a certain number of students enroll each semester who are "just shopping around," and take one or two courses that sound interesting before they enroll full-time or decide not to come back.

IV. STUDENTS' PERCEPTIONS OF INSTRUCTIONAL SERVICES AND PREFERENCES FOR CLASS SCHEDULING

Perceptions of Instructional Services (Table 12)

Three hundred students filled out survey instruments dealing with their perceptions of instructional services and preferences for various types of class schedules. Most students seemed to be well pleased with instructional services at JCCC. They didn't feel classes were too large (87.5%). Scheduling conflicts were generally no problem (39.6%) or at least no worse than anticipated (43.3%) for most students, and all areas offered enough courses so that most students (88.7% - 92.4%) felt they could build a suitable transfer program. The overall quality of instruction was rated as above average (49.5%) or excellent (19.6%) by a majority (69.1%) of the students. There were no significant differences on these variables for students in various demographic classifications. Thus, it appears that these ratings were essentially the same for different types of students. For example, ratings of the quality of instruction were unaffected by a student's class schedule. Those who attended at night felt the instruction was just as good as those who attended during the day.

Preferences for Various Class Schedules (Tables 13-14)

Table 13 gives the percentages of students who replied that they would be willing to attend classes meeting at various times during the day and their preferences for nine different class meeting times. Of most immediate concern, over one-third (33.6%) of the students surveyed said they would take a class that met between 2 and 5 p.m. and over half (51.8%) said a class that met for an hour and a half two afternoons per week would be either a preferred (11.7%) or acceptable (40.1%) class meeting time. If these percentages represent the feelings of the entire student body, the college should have little trouble filling afternoon classes. When these same students were asked whether they would take a class between 2 and 5 p.m. if the tuition were reduced, 23.5% responded "yes, definitely," 32.1% responded "yes, maybe," 19.5% responded "uncertain" while the remaining 24.9% responded "no." Thus, tuition reduction might serve as some inducement but not as much as might have been anticipated. Some students (24.9%) would not take classes in the afternoon even with a tuition reduction while others (33.6%) would apparently do so without a tuition reduction. A number of students also seem to be interested in Saturday and Sunday classes.

As Table 14 shows, there were age differences in students' scheduling preferences. Older students were more likely to be interested in evening and weekend classes. Younger students were more likely to prefer morning and afternoon classes. Thus, it might be wise to emphasize different types of courses on weekends and evenings compared to mornings and afternoons. For example, weekend and night courses might be designed to be more applied or career-oriented than those offered during the day.

V. COUNSELING SERVICES

Tables 15-19 summarize data from 153 students who evaluated counseling services at JCCC. In Table 20, percentages are reported separately for males and females, day and evening/Saturday students, first semester and returning students, and students who have attended only JCCC and those with other college experience together with an overall summary.

General Counseling Services (Tables 15 and 20)

Most (87.6%) students knew where a counseling office was located and preferred that all counselors be located in one area (81.5%). Course selection and career information were the two areas that most students would feel comfortable discussing with a counselor. Very few (7.8%) would like to discuss personal problems. Most (90.9%) students have requested assistance less than five times; 19% have never requested assistance. Nearly half (47.4%) of the evening/Saturday students have never requested assistance. A substantial number of students (48.4%) reported that at least sometimes they have experienced difficulty seeing a counselor; another 17.7% haven't attempted to see one. The latter percentage is higher for evening/Saturday students - 36.8% of these students have made no attempt to see a counselor.

Program Planning (Tables 16 and 20)

Of the students who requested assistance from a counselor at least once, 89.5% reported receiving assistance with program planning. Most of those receiving assistance met with a counselor prior to enrolling for their first semester at JCCC (80.4%) and felt that the counselor provided at least some pertinent information (83.0%).

Transfer and Course Information (Tables 16 and 20)

Most students who had seen a counselor felt that the counselor was knowledgeable about JCCC courses (83.6%) and their transferability to

neighboring institutions (73.8%). Still, over one fourth of the students who plan to transfer and talked to a counselor said they were not provided with information concerning requirements of the school to which they planned to transfer.

Counselor Characteristics (Tables 17 and 20)

Most students felt that counselors showed at least some interest (92.6%) in them, didn't rush interviews (86.9%), and were at least somewhat accepting of the student's point of view (98.4%). Students who had attended other schools tended to be less satisfied with the lengths of interviews than students who had attended only JCCC (Table 20).

Career Planning and Placement Center (Tables 18 and 20)

Although only two-thirds (66.7%) of the students at JCCC were aware of the Career Planning and Placement Center, 14.7% have requested assistance there, and 26.2% have looked at job listings there. A large number of students have obtained a better knowledge of jobs available in the community (31.4%) and jobs they might choose (52.3%) through their experience at JCCC. Quite a few listed the Career Planning and Placement Center as a source of their information. Perhaps this service should be publicized more.

Financial Aid (Tables 19 and 20)

Only about half (50.3%) the students at JCCC were aware of the financial aid available at JCCC. This percentage was considerably lower (26.3%) for those who attended classes during the evenings or Saturdays. Furthermore, only 22.1% of those who knew about the aid listed the Financial Aid counselor as the main source of their information.

VI. LIBRARY SERVICES

Student Use of Library (Tables 21-24)

Most of the 153 students surveyed about library services either felt that the library was open an adequate amount of time (56.2%) or didn't use it enough to care (40.3%). Over half (55.8%) of the students did use the library at least once per month or more, though. The most popular library hours appeared to be between 10 A.M. and noon, with Sunday and early mornings the least popular. Opinion was divided about which weekend day the library should be open.

During a typical visit to the library, most students made use of at least some library materials. The materials most often used were reference books and magazines. Microfiche seemed to be the least used service.

There were differences among students on some of the above variables. Slightly higher percentages of younger and older students used the library regularly compared to those in the 20-24 age range (Table 22). Students who intended to transfer were also more likely than other students to be regular patrons (Table 23). Students under 30 years of age had no marked preference for library weekend hours. Students between 30 and 39 years of age preferred Saturday and students 40 years or older preferred Sunday (Table 24). These latter two percentages, however, were based on rather small samples and may be unreliable.

Instructor Encouragement of Library Use (Tables 25 and 26)

A majority (60.4%) of students felt that instructors encouraged students to use the library at least occasionally (Table 25). These percentages again varied with students' ages. Older students felt more encouraged to use library facilities than younger students (Table 26).

Table 25 also lists courses cited as requiring the most and least amount of library work. Since some courses appear on both lists, the amount of library work appears to be dependent upon individual instructors as well as course content.

Student Perceptions of Library Services (Tables 27-29)

In general, students who had used the library seemed to be satisfied with the facilities, collection of materials and service given by the staff (Table 27). A rather substantial percentage (22.2%), though, did feel that there were inadequacies in the library's collection, especially in periodicals of a specialized nature. Students who planned to transfer or were uncertain about transfer plans tended to rate the collection as more adequate than did those who did not plan to transfer (Table 28). It is worth noting that the percentage who responded that they had not observed the collection was highest among students who were uncertain about their transfer plans (48.9% vs. 33.3% for those who plan to transfer and 36.8% for those who did not plan to transfer). Perhaps these students need special assistance in developing goals for themselves.

Ratings of the library staff's courteousness differed somewhat for younger and older students (Table 29). The latter tended to make more extreme judgments; i.e., a larger percentage of older students rated the staff as excellent (47.0% for those 25 and older vs. 28.3% for those under 25), but more also rated it as poor (11.8% vs. 0.0%)

VII. COLLEGE PUBLICATIONS

Student Opinions of JCCC Course Schedule (Table 30)

Although a JCCC course schedule was supposed to be mailed to every Johnson County residence, 14.6% of the students surveyed said they did not receive one. This percentage is nearly identical to the percentage (14.9%)

obtained in an earlier survey of 200 randomly selected households in the Johnson County area [1]. Nevertheless, over three-fourths (75.5%) of the students said the course schedule was opened and read by a member of the household. Of those who actually received a course schedule, either through the mail or through their own devices, 83.6% said it was opened and read by a member of their household. This percentage is slightly higher than that obtained in the previous sample of county residents (73.8%) possibly because some students made an effort to acquire a copy of the course schedule so they could read it. Most of the students (69.3% of the total sample, or 76.4% of those receiving a schedule) said the schedule provided useful information and nearly one-third (33.1%) had used the registration request form included in the schedule.

There were no significant differences in student reactions to the course schedule when the sample was divided according to age, sex, marital status, employment status, credit hours, time of class attendance, or new vs. returning students.

Student Reactions to JCCC Student Handbook (Tables 31 and 32)

In general, students were less apt to receive and use a Student Handbook than a course schedule. Over half (57.7%) of the students who received a handbook, though, felt that it did contain useful information. There were differences between new and returning students in their responses to the handbook (Table 32). Nearly half (48%) of the new students said they did not receive a handbook (vs. 13.6% for returning students). Since the staff at the admissions office attempted to give a copy to every student who enrolled, it may be that new students had been overwhelmed with information and did not realize that they had received a handbook. A larger percentage

of new students who said they received a handbook read it (61.5%) and found it to contain useful information (69.2%) than did returning students (45.4% and 55.5%).

Student Reactions to Other JCCC Publications (Tables 33-35)

Most students received a JCCC catalog and felt that it answered most (47.4%) or all (11.8%) of their questions. Younger students were, however, more likely to have received a catalog (Table 34). The Careers Book and View Book were not received by a large number of students (42.1% and 67.1% respectively). Nevertheless, 17.1% of the sample said that the Careers Book helped them decide to come to JCCC. Since the percentage of students actually enrolled in career programs at JCCC was 17.8%, it seems reasonable to conclude that a large number of these were influenced by the Careers Book. This publication, then, may have had a considerable impact on enrollment. The impact of the View Book was less dramatic, but still 4.0% of the students said that it influenced their decision to come here (projected to the current enrollment, this would mean over 200 students). These publications might have an even greater impact if they were circulated more widely. As Table 35 shows, special attention may be needed to distribute the Careers Book among potential female students. Over half (55.2%) of the women sampled in this survey said they did not receive a Careers Book; yet women accounted for 59.5% of the total hours taken by career students.

VIII. STUDENT ACTIVITIES

The student activities questionnaire was completed by 147 students. Their responses are summarized in the following section. In addition to an overall summary, the data are presented separately for four age groups (17-19, 20-24, 25-29, and 30+) and males and females.

Student Use of Time Outside Classes (Tables 36 and 37)

Most (76.9%) students spent only about five hours per week or less on campus outside of the classroom. Students in the two middle age ranges (20-24 and 25-29) were more likely to spend over 10 hours per week outside class on campus (10.2% and 20.0% respectively) than younger (6.8%) or older students (3.3%). Males were also somewhat more likely than females to spend over 10 hours per week on campus (10.8% vs. 6.3%). Conversely, they were also more likely to spend no time on campus outside of the classroom (30.8% vs. 20.3%).

Students generally spent at least a portion of this outside time studying either in the library (43.3%) or elsewhere on campus (41.7%). Substantial numbers also mentioned recreation (15.8%) and social activities (15.0%) as uses of their time. (These percentages add to more than 100.0% because students were allowed to select two activities.) Younger (17-19 and 20-25) students were somewhat less likely to spend their time at the library and more likely to engage in social activities, recreation, and intramural programs than older (25-29 and 30+) students. Females were also more likely than males to spend time studying in the library (51.5% vs. 34.7%).

On a typical weekday evening, most students either stayed at home (38.6%) or went to work (24.1%). A substantial percentage (13.1%) also came to the campus for a night course. Older students were more likely than younger students to stay at home or take a night course. Females were less likely than males to take night courses (9.0% vs. 17.2%).

Student Opinions About Extracurricular Campus Activities (Tables 38 and 39)

Most students (60.3%) felt that organized extracurricular activities were at least reasonably important. They obtained their information about these activities from a variety of sources, with the most common being bulletin

boards (28.9%), signs and posters (23.9%), and other students (21.1%). Nevertheless, a substantial percentage (28.7%) of students felt that the amount of information available concerning student activities was inadequate. Older students and females were more likely to feel that the available information was adequate. Older students were also less likely to rely upon other students as their main source of information concerning campus activities and were less likely to feel that such activities were "very important."

Student Support of Campus Sports Activities and Art Exhibits (Tables 40 and 41)

Fifteen percent of the students surveyed said they followed sports news at least fairly closely, 7.5% participated in at least one intramural sport, and 20.5% said they supported at least one intercollegiate team through game attendance. Over half (52.1%) had attended at least one free art exhibit. Younger students and men were more likely to have become involved with sports, whereas women were more likely than men to have attended art exhibits (57.0% vs. 45.3%).

Student Participation in Committees (Tables 42 and 43)

The majority (91.8%) of the students surveyed had not been involved with any student activities committees, but 43.8% expressed a willingness to devote some time to organized extracurricular activities. About one-third (36.3%) expressed some interest in the Student Activities Coordinating Council. In the opinion of most students, the College Student Activities program should primarily emphasize group activities such as dances, concerts, coffeehouse, movies, etc. (46.1%) or interest activities that are restricted to a relatively short period of time, such as pool tournaments, weekend trips, and group outings (24.8%). The students also felt that these activities

should be planned by students in cooperation with College staff (78.0%) and that they should be represented on College committees (77.6%), primarily by interested student volunteers (35.4%). Younger students generally tended to express more interest in student activities than did older students.

Student Opinions on Planning and Attending Activities (Tables 44-47)

The activities which generated the most interest were popular concerts or coffeehouse performances and movies. All the activities included in the survey, though, elicited some interest. Women expressed more interest than men in social service functions and school spirit organizations, whereas men were more interested in intramural sports (Table 45). Older students were somewhat less interested than younger students in popular concerts, movies and intramural sports. Some less traditional student activities might be needed to appeal to these older students. The major reasons given for not attending activities were inconvenient scheduling (33.3%) and lack of interest (27.7%). A larger percentage of younger students cited lack of knowledge of events as the reason for not attending. These data are summarized in Tables 46 and 47.

IX. COMPARISONS WITH DATA FROM PREVIOUS SURVEYS

Average Student Age

The characteristics of students at JCCC have changed somewhat since the 1973 student survey. For example, the average age of the respondents increased from 22 in 1973 to 24 in 1976. Part of this increase can be attributed to the fact that the 1973 survey was given during the fall and the current survey was administered in the spring (7 months later in the school year). Nevertheless, there seems to be an increase of at least one year in the students' average age.

Educational Goals

The percentage of students planning to complete the Associate of Arts degree was 63.0% in 1973 and 61.1% in 1976. However, a shift occurred in the educational goals of male and female students. In 1973, more males than females intended to complete the requirements for an A.A. degree (65.7% vs. 59.2%). This tendency was reversed on the current survey (57.0% for males vs. 65.5% for females). The percentage of females planning to transfer was approximately the same in 1973 as it was this year (51.8% in 1973 and 54.3% in 1976) but the percentage for males dropped considerably (76.6% in 1973 vs. 60.3% in 1976). This drop cannot be attributed solely to the fact that the college attracts more older students now, since the percentage of younger students (ages 17-19) planning to transfer was 64.6%.

Employment

Current students also work more hours than the students surveyed in 1973. The percentage of students employed was approximately equal (72.9% for 1976 and 72% for 1973), but the average hours worked per week rose from 24 for the 1973 sample to 29 for this year's sample. The average number of credit hours taken also showed a slight rise from 11 to 12.

Instruction

The students were asked in 1973 to rate JCCC overall and 84.2% rated it as very good or good. In 1976, they were asked to rate overall the quality of instruction and 69.1% rated it as excellent or above average. There are a couple of conclusions that might be drawn. One is that if the students in 1973 were actually rating instruction, then the percentage rating it as average has increased markedly. A second possibility might be that the students in 1973 were including other aspects of JCCC besides

instruction. If the latter is the case, then factors other than instruction are very important to students and positively influence their opinions about JCCC.

Counseling Services

Responses of current students to the counseling services questionnaire were quite similar to those of students in 1973 in most respects. There were, however, some notable exceptions. In 1973, students said they preferred the then current decentralized counseling offices (39.7%) as opposed to a centralized office (10.4%), but on the current survey, students preferred that all counselors be located in one area (81.5%). Since these questions were posed differently and the earlier questionnaire allowed students to specify no preference (50.2% of those responding chose this option), the results may not be exactly comparable. A larger percentage of students on the 1976 survey also said they had experienced difficulty seeing a counselor than did so on the previous survey (48.4% in 1976 vs. 25.9% in 1973).

The percentage of students who felt that counselors provided little or no pertinent information during program planning also increased from 10.3% in 1973 to 17.0% in 1976. This tendency was most pronounced among females. Counselors were also rated as less accepting by students who completed the 1976 survey; 72.7% of the respondents in 1973 rated the counselors very accepting compared to 55.3% this year. These changes may reflect several trends. Career programs have become more structured, increasing enrollments have put more time pressures on counselors, and the state of the job market may require counselors to be more directive in responding to student career decisions.

Career Planning and Placement Center

In the area of career decisions, a larger percentage of the 1976

sample felt they had developed a better understanding of jobs available in the community (31.4% vs. 21.8%) while attending JCCC. This increase may be due in large part to the establishment of the Career Planning and Placement Center; 31.3% of the students who said they had developed a better understanding of available jobs indicated that the Career Planning and Placement Center was a major source of their information. The Center, therefore, seems to have made a substantial contribution in keeping students abreast of the job situation. Since the Career Planning and Placement Center is also open to members of the community, it may be having a similar effect outside the college.

Library Services

The 1976 library services questionnaire yielded results similar to those obtained in the Spring 1974 survey of library users [2]. A large majority of respondents in both instances were satisfied with the physical facilities (96% in 1974 and 93% in 1976), felt the collection of materials was adequate (81% in 1974 and 78% in 1976), and had little difficulty locating materials (90% and 95%). Only 29% of the students in both samples felt that instructors frequently encouraged library use; 40% from both samples said instructors seldom or never encouraged library use. Excluding the 22.8% of the respondents on the 1976 survey who had never used the library, somewhat more library users in 1976 had used microfiche (4% vs. 2% in 1974), microfilm (14% vs. 9%), the pamphlet file (23% vs. 16%) and reference books (83% vs. 76%) than had the library users surveyed in 1974. There was a slight drop in magazine use (from 80% in 1974 to 72% in 1976) and a substantial decrease in the use of audio-visual materials (from 59% to 32%).

Library users completing the 1976 survey also seemed less pleased with the service provided by the library staff than the student users surveyed earlier. The percentage of respondents rating the staff's willingness to serve and courteousness as excellent fell from 57% to 35%, and the percentage who said the staff did not respond promptly to requests for assistance rose from 0% to 14%. There are several possible explanations for these changes. The initial survey was administered to actual library patrons in the library by library personnel, while the current survey was administered to a random sample of students in classes by members of the research staff. Thus, the students responding to the first survey were more frequent users of the library (when comparing actual library patrons, 63% in 1974 used the library at least twice per week compared to 23% in 1976), and may have been more familiar and friendly with the library staff. Furthermore, since they were asked to complete the survey by a member of the library staff, the contact may have reminded the patron of how courteous the staff had been in the past. For the infrequent library user, the request to complete the survey may have been one of very few actual contacts with library personnel. It is also possible that students felt more inhibited when responding to a questionnaire given by the library staff even though they were assured of anonymity.

X. SUMMARY OF CURRENT FINDINGS

Characteristics of the "Average" Student (Tables 1-3)

Most JCCC students sampled in the spring 1976 survey were:

- under 24 years of age (64.5%)
- single (62.3%)
- employed at least part-time (72.9%) an average of 29 hours per week
- enrolled for 10 or more hours of class (72.9%)

- attending class during morning hours (67.9%)
- never enrolled at another college (63.8%)
- planning to complete an A.A. degree (61.1%)
- preparing for transfer (37.6%) or job placement/improvement (35.1%)

Reasons for Attending JCCC (Table 3)

The three main reasons students gave for choosing JCCC over other colleges were:

- the college was close to home (61.1% said this was a very important reason and 26.8% said it was somewhat important)
- it provided an opportunity to work and attend school (56.0% - very important and 20.0% - somewhat important)
- low tuition (47.3% - very important and 31.0% - somewhat important)

Age Differences (Tables 4-7)

- Although the overall percentages of males and females were approximately equal, they were differentially represented among the various age groups at JCCC. In the 17-19 year old group, males and females were equally represented, but males were in the majority among the 20-29 year olds (57.9% vs. 42.1%), and females predominated in the 30 and above age group (67.3% vs. 32.3%).
- Older students took fewer credit hours than younger students.
- Older students and females were more likely to enroll for job-related reasons, more likely to plan to complete an A.A. degree, and less likely to plan to transfer.

Selected Other Demographic Findings (Tables 8-11)

- Single students were not as likely to plan to complete an A.A. degree as were married students.
- Students who planned to transfer were also somewhat more likely to plan to complete an A.A. degree than those who were uncertain or did not plan to transfer.
- Students who enrolled at JCCC primarily to prepare for transfer to another college tended to take more hours than those who enrolled primarily for job-related reasons.
- First semester students took fewer hours than students who had attended JCCC previously.

Instruction (Tables 12-14)

Students were generally satisfied with the instructional atmosphere at JCCC (e.g., class sizes, scheduling conflicts, transfer programs, and quality of instruction). Students also seemed rather flexible about scheduling classes, as indicated below:

- About one-third said they would take classes scheduled between 2 and 5 P.M., with over 50% indicating a class meeting two afternoons per week would be "acceptable" or "preferred."
- About half said they would take a night class.
- About one-fourth would take a Saturday class.
- Thirteen percent would take a Sunday class.
- Nineteen percent would enroll in a weekend college, with over 44% indicating they would be more likely to do so if assured of degree completion.

Older students were more likely to be interested in evening and weekend classes. On the other hand, younger students tended to prefer morning and afternoon classes.

Counseling (Tables 15-20)

- Nearly half (48.4%) the students said they had at least sometimes experienced difficulty seeing a counselor; another 17.7% had not attempted to see one.
- Most students preferred that counselors be located in one area.
- In general, students were satisfied with the service rendered by counselors. In some cases, though, a substantial percentage expressed dissatisfaction, especially in the area of transferring courses.
- Over one-fourth of the students have looked up job listings at the Career Planning and Placement Center.
- About half the students were aware of the financial aid available at JCCC.

Library Services (Tables 21-29)

- Over one-fourth of the students used library facilities once per week or more. Library use differed only slightly for the various age groups of students.

- Students who planned to transfer patronized the library more frequently than other students.

- Students gave no clear preference regarding library weekend hours, although older students tended to prefer Sunday.

- Nearly 40% of the students felt that instructors seldom or never encouraged library use. This percentage was even higher for younger students.

- Most students felt the library's collection of materials was adequate. Those who planned to transfer were most satisfied with the collection.

- The library staffs' willingness to serve and courteousness were rated as good or excellent by about three-fourths of the students who had occasion to observe them. Older students made more extreme judgments. They were more likely than younger students to rate the staff as either excellent or poor.

JCCC Publications (Tables 30-35)

- Even though a JCCC course schedule was supposed to be mailed to every Johnson County residence, nearly 15% of the students said they did not receive one.

- Those who had received a course schedule tended to open and read it and found the information contained therein useful. Almost one-third had used the registration request form or enrollment form included in the schedule.

- Nearly half the students also felt the student handbook contained useful information.

- Approximately 17% of the students surveyed said the Careers book helped them decide to come to JCCC even though less than 60% of the students actually received one.

- Younger students were more likely to have received JCCC catalogs, and males were more likely to have received a copy of the Careers book, even though the student sample contained 38 students from the nursing career program, most of whom were females.

Student Activities (Tables 36-47)

- Most students spent five hours or less per week on campus outside of the classroom.

- The main sources of information about campus activities were bulletin boards, signs and posters, and other students.

- Over half the students had attended at least one free art exhibit on campus.
- About 60% of the students felt organized extracurricular activities were reasonably or very important.
- Most students felt that student activities should be planned by students in cooperation with college staff and should emphasize primarily group activities such as dances and concerts or short duration interest activities such as pool or chess tournaments, and weekend trips.
- The most popular student activities were popular concerts or coffeehouse performances and movies.
- Women expressed more interest than men in social service functions and school spirit organizations, and less interest in intramural sports.
- Older students were somewhat less interested than younger students in popular concerts and movies.
- The main reasons students gave for not attending student activities were inconvenient scheduling and lack of interest.

XI. COMPARISONS TO NATIONAL DATA

American Council on Education Data

Seven items in the current survey instrument concerned with reasons for selecting JCCC were also included in the first JCCC student follow-up (1972) and in the surveys conducted yearly on a national basis by the American Council on Education (ACE). These items together with the percentages rating the reason as "very important" in selecting their college are shown below for JCCC students and freshmen attending other public two-year colleges.

Reasons Noted as Very Important In Selecting This College	JCCC		National ACE	
	1972	1976	1972	1975
Relatives wanted me to go	7.1%	6.6%	10.5%	8.7%
College has good reputation	13.9	18.9	31.2	33.5
Low tuition	51.3	47.3	27.5	35.2
Advice of someone who attended	10.7	7.7	16.4	14.8
Special educational program offered	30.0	23.2	27.0	27.7
Advice of guidance counselor	4.0	2.3	8.6	9.8
Close to home	56.2	61.1	21.2	23.6

As in 1972, "low tuition" and "close to home" continue to be rated "very important" by a greater percentage of JCCC students than those at other public two-year colleges.

Some of the above differences between JCCC students and other two-year college students may be related to age and marital status differences. Almost 90 percent of the 1975 ACE sample were 19 years old or younger in contrast to approximately 50 percent of the JCCC sample. About 96 percent of the 1975 ACE sample were single in contrast to about 62 percent of the JCCC sample.

Student and Instructor Perceptions of Instructional Climate

A study by Romine and Newport (1973) included rankings of community junior college student and faculty ratings for seventy possible attributes of instructional climate. Since a few JCCC students and instructors participated in the survey, the results are of particular interest. Nationally, students ranked the following attributes as the five most important:

1. Instructors are sincerely interested in students and respect them as individuals (also ranked first by faculty).
2. Instructors know how to teach as well as what to teach (ranked fifth by faculty).
3. Instructors know their field of specialization very well (ranked seventh by faculty).
4. Library and other materials are provided in sufficient quantities and are readily available to students (ranked 23rd by faculty).
5. Instructors are well-prepared for their classes (ranked second by faculty).

In addition, the rankings of two other attributes are pertinent to this current study. They are listed below together with the student and faculty rankings.

. Special academic and related counseling are available to students who need it (Student rank - 9th, Faculty rank - 30th)

. Lounges or other suitable informal settings are available for small groups, both for class-related and purely social purposes (Student rank - 21st, Faculty rank - 48th)

The data in this study suggest that more JCCC instructors need to recognize the important role of library services in instruction. However, the Romine and Newport study suggests that this phenomenon is not unique to JCCC. Also, the different rankings by students and faculty with respect to counseling may be related to different perceptions about counseling by JCCC students and instructors. In general, JCCC students were satisfied with counseling services but there was also some dissatisfaction, especially with respect to information about transferring courses. Since instructors may also be asked transfer information, any student dissatisfaction in this area may be a major source for instructor concerns about counseling.

XII. RECOMMENDATIONS

Afternoon and Weekend Classes

A room utilization study recently undertaken by the Office of Institutional Research showed that very few classrooms were used during afternoon hours or Saturdays. That information coupled with the data from the current survey indicating that a substantial proportion of the students enrolled during Spring 1976 would consider taking afternoon and/or weekend classes suggest that the college could more effectively utilize its available space by scheduling more classes during these time periods.

Recommendation 1: the college should increase the number of classes offered during the afternoon and on weekends.

A similar recommendation regarding afternoon classes was presented by the Committee on the Scheduling of Afternoon Classes and has been incorporated into the Fall 1976 schedule.

Nearly one-fifth of the students surveyed expressed a willingness to

participate in a weekend college. Such a program might also appeal to many members of the community who are not currently enrolled at the college, especially if participants could be assured of completing a degree within a reasonable amount of time.

Recommendation 2: the college should undertake a study to determine the feasibility of JCCC conducting a weekend college.

The study should determine community interest, estimated costs, and the ability of the college to assure students of sufficient variety in course offerings that degree completion would be possible within a reasonable period of time.

Counseling Services

More than four-fifths of the students preferred that all counselors be located in one area. The current arrangement has all counselors located in the General Education Building, but they are spread out over two floors and several locations. This situation may create some confusion among students as to which office they should go to for a particular service. A substantial number of students also reported experiencing difficulty in seeing counselors. Some of these difficulties may be a result of the current arrangement of offices. For example, a student wishing to see a counselor may go to the main office and then be referred to a counselor on the second floor who is either busy with other students or out of the office.

Recommendation 3: counselors should all be given offices in one centralized location on campus.* Within this centralized area, counselors could be designated as specialists in various areas of student services.

Such an arrangement should make it easier for students to find a counselor and be referred to the proper person for a particular service. Other possibilities for increasing counselors' accessibility should also

*Implemented during July, 1976, with the centralized location being in the Educational Media Center.

be explored. These might include hiring additional personnel, allowing instructors to approve drop/add requests in routine cases, and shifting work schedules to accommodate student needs (e.g., making more counselors available to evening/Saturday students).

Over one-fourth of the students who had seen a counselor felt that counselors were not up-to-date with transferability of courses to Kansas and Western Missouri colleges. A similar percentage of those planning to transfer said the counselor did not provide information concerning requirements of their transfer school.

Recommendation 4: at least one counselor should be responsible for maintaining current information concerning transfer requirements of other state and local colleges. Students who plan to transfer should be encouraged to seek this information before they plan a program.

Perhaps a list of classes that either will not or are not likely to transfer to various colleges should be published and distributed to interested students.

Career Planning and Placement Center

Although the Career Planning and Placement Center appears to have had a noticeable impact on students' job awareness, one-third of the students surveyed were not aware of the Center.

Recommendation 5: the college should publicize the Career Planning and Placement Center more extensively.

A brochure describing the Center could be developed and given to students when they enroll. Information concerning the Center could also be included in the Careers book.

Financial Aid

About half the students were aware of the financial aid available at JCCC. The percentage was even lower for evening/Saturday students.

Recommendation 6: a concerted effort should be made to inform students of financial aid available at the college.

This should be a high priority item for the new financial aid counselor to be hired soon.

Library

Although most students felt the library's collection of materials was adequate, some students, especially those not planning to transfer, did feel there were inadequacies. The areas most often cited as inadequate were periodicals and books related to career programs. Since the library maintains fairly large collections in most of these areas and solicits recommendations from instructors concerning acquisitions, the problem may be that students do not know where to find materials.

Recommendation 7: students in career programs should be given some orientation which includes a review of periodicals available in their field and their location in the library.

This recommendation might apply equally well to instructors in all areas. About 40% of the students said instructors seldom or never encourage library use. Instructors might schedule a library day or simply include the names of relevant periodicals with call numbers in class syllabi. This might pique student interest in the subject matter and encourage independent study. Some students even suggested that instructors should require more research projects.

Publications

Most students find the JCCC course schedule to contain useful information, but a substantial percentage (almost 15%) said they did not receive a copy in the mail. Since this publication was supposed to be mailed to every county resident, the addressing service may not be adequately performing its function.

Recommendation 8: the college should examine the coverage offered by the current addressing service and compare it to that offered by other companies.

A similar recommendation was made following an earlier study by the Office of Institutional Research (January 1976) which found that a large percentage of residents outside the Shawnee Mission area were not being served.

The Careers book published by JCCC seems to have had a definite impact on enrollment at the college; 17.1% of the student respondents said that it helped them decide to attend JCCC. Nevertheless, another 42.1% said they did not receive a copy.

Recommendation 9: the college should attempt to circulate the Careers book as widely as possible.

The course schedule mailed to all county residents might be modified to include short descriptions of career programs with a coupon provided for those who would like more information. A special effort should also be directed toward distributing the Careers book among potential female students. Over half the women in this sample of students said they did not receive a copy.

Student Activities

Responses to the Student Activities questionnaire indicated some interest in nearly all of the proposed activities. Most of the activities, though, appealed more to younger students than to older students.

Recommendation 10: some activities should be designed to meet the needs and special interests of older students at the college.

Provisions to provide child care services in conjunction with such events should also be considered. Low cost family activities might also appeal to these older students.

REFERENCES

1. Community Response to Direct Mail from a Community College (including an evaluation of a credit card plan). Johnson County Community College, Overland Park, Kansas, January 1976 (ED 121 384).

2. Library User Opinion of JCCC Library. In Five JCCC Institutional Studies (part of the Self-Study Process). Johnson County Community College, Overland Park, Kansas, September 1974 (ED 099 070).

3. Follow-up Studies of JCCC Students, 1972-73. Johnson County Community College, Overland Park, Kansas, August 1973.

4. Romine, Stephen and Newport, Donald L. Defining, Assessing and Improving Community Junior College Instructional Climate. School of Education, University of Colorado, Boulder, Colorado, November 1973.

5. Saupe, Joe L. & Dressel, Paul L. Evaluating Outcomes of Instruction. In Paul L. Dressel and Associates, Institutional Research in the University: A Handbook. San Francisco: Jossey-Bass, Inc., 1971.

6. Self-Study Report for the North Central Association of Colleges and Secondary Schools. Johnson County Community College, Overland Park, Kansas, April 1974 (ED 101 776).

7. Student Services Questionnaire. Johnson County Community College, Overland Park, Kansas, Fall 1973.

8. The American Council on Education. The American Freshman: National Norms for Fall, 1972. ACE Research Reports, Vol. 7, No. 5. Washington: ACE, 1972.

9. The American Council on Education. The American Freshman: National Norms for Fall, 1975. Laboratory for Research in Higher Education, Graduate School of Education, University of California, Los Angeles, 1975.

TABLE 1

JCCC STUDENT DEMOGRAPHIC CHARACTERISTICS
Spring 1976

Characteristic	Percentage
Age (Mean = 24 years, Median = 20 years, Mode = 19 years):	
16 - 17	1.9%
18	16.1
19	21.6
20	12.5
21	5.0
22	4.5
23	2.9
24	2.7
25 - 29	13.5
30 - 34	8.4
35 - 39	4.6
40 - 54	6.0
55+	0.3
	100.0%
Sex:	
Male	49.7%
Female	50.3
	100.0%
Marital Status:	
Single	62.3%
Married, no children	10.2
Married, children	21.0
Widowed, divorced, or separated	6.5
	100.0%
Attended another college:	
Yes	36.2%
No	63.8
	100.0%
If yes, number of hours completed (Mean = 39.0 credit hours, Median = 23.0 credit hours):	
10 or less	23.3%
11 - 15	15.3
16 - 30	19.5
31 - 45	10.5
46 - 64	13.3
65 - 90	7.1
91 -120	2.9
121 or more	8.1
	100.0%

Note.--See also Tables 4, 5.

TABLE 2

WORK AND CLASS SCHEDULES OF JCCC STUDENTS
Spring 1976

		Percentage
Currently employed outside home?		
Yes (Mean = 29 hours per week, Median = 28 hours per week, Mode = 40 hours per week)		72.9%
1 - 9 hours	(2.6)	
10 - 19 hours	(20.6)	
20 - 29 hours	(19.4)	
30 - 39 hours	(24.7)	
40+ hours	(5.6)	
No		27.1%
When employed:		
mornings only		1.2%
afternoons only		21.8
both mornings and afternoons		35.4
nights only		31.6
mornings and nights		0.0
afternoons and nights		5.6
mornings, afternoons and nights		2.1
weekends		0.7
nights and weekends		1.6
Number of credit hours being taken at JCCC this semester (Mean = 12 hours, Median = 12 hours, Mode = 12 hours):		
1 - 3 hours		4.6%
4 - 6 hours		12.0
7 - 9 hours		10.5
10 - 12 hours		27.2
13 - 15 hours		25.6
16 - 18 hours		16.5
19+ hours		3.6
First semester at JCCC?		
Yes		18.0%
No		82.0
Currently attend classes:		
before 2 p.m. only		67.9%
2 p.m. to 5 p.m. only		0.7
before 5 p.m.		7.3
after 5 p.m. only		11.0
before 2 p.m. and after 5 p.m.		8.2
after 2 p.m.		0.3
morning, afternoon and evening		2.6
Saturdays only		0.0
before 2 p.m. and Saturdays		0.9
after 5 p.m. and Saturdays		1.1

TABLE 3

REASONS FOR ATTENDING JCCC AND FUTURE EDUCATIONAL PLANS
Spring 1976

Question	Percentage
Major reason for attending JCCC:	
To prepare for a job or job improvement	35.9%
Self understanding and personal development	7.6
To gain a general education and appreciation of ideas	9.2
To prepare for a happy marriage and family life	0.0
To develop ability to get along with different kinds of people	1.0
To transfer to a four-year college or university	37.6
Other*	8.7

Importance of various factors in students' decisions to attend JCCC rather than another college:

	Spring 1976 Percentage			Summer 1972 Percentage		
	Very Important	Somewhat Important	Not Important	Very Important	Somewhat Important	Not Important
My relatives wanted me to come here	6.6%	17.8%	75.6%	7.1%	21.3%	71.6%
This college has a very good reputation	18.9	54.7	26.4	13.9	52.1	34.0
Most of my friends were going to this college	3.0	15.0	82.0	3.1	14.2	82.7
Because of low tuition	47.3	31.0	21.7	51.3	29.1	19.6
Opportunity to work and attend college	56.0	20.0	24.0	---	---	---
Someone who had been here before advised me to go	7.7	19.4	72.9	10.7	22.5	66.8
Because of the special educational programs offered	23.2	20.4	56.4	30.0	22.5	47.5
I was not accepted anywhere else	.9	2.1	97.0	1.0	3.6	95.4
My guidance counselor advised me to go	2.3	7.0	90.7	4.0	9.1	86.9
This college was close to home	61.1	26.8	12.1	56.2	30.9	12.9
Able to be admitted without high school diploma	3.0	2.3	94.7	3.6	1.5	94.9
Able to be admitted with low grades	1.6	6.8	91.6	3.1	7.7	89.2
Thought it would be easier than other schools	.9	14.8	84.3	2.5	19.1	78.4
Social life at the college	3.2	11.4	85.4	---	---	---
Social life within the community	7.4	24.5	68.1	---	---	---

*Responses most commonly pertained to saving money, working, high school programs, special JCCC programs, and participation in sports.

Note.--See also Tables 6, 7, 8 and 10.

TABLE 3

REASONS FOR ATTENDING JCCC AND FUTURE EDUCATIONAL PLANS
Spring 1976
(continued)

Characteristic	Percentage
Plan to transfer to a four-year college or university:	
Yes, after one semester at JCCC	7.0%
Yes, after one year at JCCC	16.9
Yes, after two years at JCCC	45.0
Uncertain	10.9
No	20.2
	100.0%
Plan to complete Associate of Arts degree:	
Yes	61.1%
No	21.0
No, in one year career program	.5
Uncertain	17.4
	100.0%
What educational degrees or certificates do you intend to earn in the next five years?*	
None	2.5%
High School diploma	1.7
Certificate or license for occupation (electrician, beautician)	4.5
Two-year college degree (A.A.)	31.8
Four-year college degree (B.A.)	40.7
Master's degree (M.A.)	13.1
Doctoral degree	0.8
Other (R.N., etc.)	4.9

*This question was asked of the 300 students completing the two survey forms which included questions pertaining to instruction while the other questions were asked of all 600 students participating in the survey.

Note.--See also Tables 6, 7, 8 and 9.

TABLE 4

SEX OF STUDENTS BY AGE GROUPS

Sex	Age Groups		
	17-19	20-29	30+
Male	50.2%	57.9%	32.7%
Female	49.8	42.1	67.3

Note.--See also Table 1.

TABLE 5

NUMBER OF CREDIT HOURS TAKEN BY STUDENTS IN VARIOUS AGE GROUPS

Number of Credit Hours Taken	Age Groups				
	17-19	20-24	25-29	30-39	40+
1 - 3	1.3%	5.0%	10.1%	2.7%	16.7%
4 - 6	3.0	8.7	29.1	26.7	16.7
7 - 9	8.2	8.7	10.1	21.3	11.1
10 - 12	18.6	31.7	29.1	34.7	41.7
13 - 15	35.5	29.8	13.9	8.0	5.5
16 - 18	28.6	13.0	5.1	4.0	5.5
Over 18	4.8	3.1	2.6	2.6	2.8

Note.--See also Tables 1 and 2.

TABLE 6

EDUCATIONAL GOALS OF JCCC STUDENTS FROM DIFFERENT AGE GROUPS

	Age Groups		
	17-19	20-29	30+
Reasons for Attending JCCC:			
To prepare for job or job improvement	23.0	36.8	60.9%
Self understanding and personal development	4.8	8.1	11.8
General education/appreciation of ideas	9.2	9.4	8.2
Preparation for marriage/family life	0.0	0.0	0.0
To develop interpersonal skills	1.7	0.9	0.0
To transfer to a 4-year college	50.0	36.3	15.5
Other	11.3	8.5	3.6
Transfer Plans:			
Plan to transfer after one semester or one year at JCCC	25.5	20.2	4.5
Plan to transfer after two years at JCCC	39.1	36.9	32.1
Uncertain	24.5	26.2	31.3
Do not plan to transfer	10.9	16.7	32.1
JCCC Degree Plans:			
Plan to complete A.A.	52.6	65.3	69.4
Uncertain	19.3	15.9	17.1
No	28.1	18.8	13.5

Note.--See also Table 3.

TABLE 7

EDUCATIONAL GOALS FOR MALES AND FEMALES

Question	Percentage Males	Females
Plan to Complete A.A. Degree:		
Yes	57.0%	65.5%
No	21.0	22.2
Uncertain	22.0	12.3
Plan to Transfer:		
Yes	60.3	54.3
No	27.3	24.5
Uncertain	12.4	21.2
Major Reason for Attending JCCC:		
Job preparation/improvement	30.3	41.5
Self understanding/personal development	8.7	6.2
General education/appreciation of ideas	9.1	9.3
Preparation for marriage/family life	0.0	0.0
To develop interpersonal skills	1.4	0.7
To transfer to a 4-year college	40.8	34.6
Other	9.7	7.7

Importance of Various Reasons for Attending JCCC Rather Than Another College:

Reason	Very Important Males	Females	Somewhat Important Males	Females	Not Important Males	Females
Relatives wanted me to come here	4.2%	9.2%	18.8%	16.9%	77.0%	73.9%
College has good reputation	14.7	23.2	58.7	50.4	26.6	26.4
Most of my friends attend	2.4	3.5	17.4	12.4	80.2	84.1
Low tuition	44.7	49.8	31.3	30.7	24.0	19.5
Opportunity to work and attend	61.2	51.0	23.1	16.7	15.7	32.3
Advice of someone who had been here before	6.3	9.1	18.9	20.0	74.8	70.9
Special educational programs	17.5	29.0	20.3	20.3	62.2	50.7
Was not accepted anywhere else	0.4	1.4	2.8	1.4	96.8	97.2
Guidance counselor's advice	0.7	3.9	5.3	8.8	94.0	87.3
College close to home	59.3	63.3	28.2	25.3	12.5	11.4
Admitted without H.S. diploma	3.2	2.8	2.5	2.1	94.3	95.1
Admitted with low grades	1.8	1.4	8.4	5.3	89.8	93.3
Easier than other schools	2.1	3.9	20.4	13.8	77.5	82.3
Social life at college	3.1	3.2	13.3	9.5	83.6	87.3
Social life in community	8.4	6.4	26.9	21.9	64.7	71.7

Note.--See also Table 3.

TABLE 8

MARITAL STATUS AND EDUCATIONAL OBJECTIVES

Question	Single	Married, no children	Married, children	Widowed, divorced, or separated
A.A. Degree Plans:				
Intend to complete	54.6%	76.7%	68.0%	76.3%
Do not intend to complete	25.2	13.3	16.4	15.8
Uncertain	20.2	10.0	15.6	7.9
Transfer Plans:				
Before completing 2 years	23.9	25.0	7.4	13.1
After completing 2 years	37.1	43.3	33.3	42.1
Do not plan to transfer	12.1	11.7	31.7	21.1
Uncertain	26.9	20.0	27.6	23.7
Major Reasons for Attending JCCC:				
Job related	25.5	45.7	55.9	56.8
Self understanding	5.8	3.4	15.8	5.4
General education	9.7	8.5	9.2	5.4
Preparation for family life	0.0	0.0	0.0	0.0
Interpersonal skills	1.7	0.0	0.0	0.0
To transfer to 4-year college	46.5	33.9	15.8	27.0
Other	10.8	8.5	3.3	5.4

Note.--See also Tables 1 and 3.

TABLE 9

INTENTIONS TO TRANSFER AND INTENTIONS TO COMPLETE A.A. DEGREE

A.A. Degree	Transfer Plans		
	Plan to Transfer	Uncertain	Don't Plan to Transfer
Plan to complete A.A.	65.1%	57.2%	53.1%
Uncertain	9.1	34.2	19.4
Don't plan to complete A.A.	25.8	8.6	27.5

Note.--See also Table 3.

TABLE 10

NUMBER OF CREDIT HOURS TAKEN BY STUDENTS ENROLLED FOR JOB RELATED REASONS AND THOSE ENROLLED IN PREPARATION FOR TRANSFER

Number of Credit Hours	Major Reason for Attending JCCC	
	Job Related	Transfer
1 - 3	6.9%	1.4%
4 - 6	15.7	5.1
7 - 9	12.3	8.8
10 - 12	33.7	18.4
13 - 15	20.1	35.0
16 - 18	9.8	25.8
Over 18	1.5	5.5

Note.--See also Tables 2 and 3.

TABLE 11

NUMBER OF CREDIT HOURS TAKEN BY NEW STUDENTS AND RETURNING STUDENTS
Spring 1976

Hours Taken	New Students	Return Students
1 - 3	10.4%	3.5%
4 - 6	17.0	10.9
7 - 9	16.0	9.6
10 - 12	24.6	27.5
13 - 15	21.7	26.3
16 - 18	9.4	18.0
Over 18	0.9	4.2

Note.--See also Table 2.

TABLE 12

STUDENT'S PERCEPTIONS OF INSTRUCTION AT JCCC
Spring 1976

	Percentage
Class Size:	
Do you feel that your learning at JCCC has been frequently impaired because of class size?	
Yes	12.5%
No	87.5
If yes, most important reason:	
Class too large	76.3%
Class too small	10.5
Room too small	7.9
Room too large	5.3
Scheduling Conflicts:	
Have been no problem	39.6%
Have been no worse than anticipated	43.3
Will make it difficult to complete a two-year program in four semesters	12.4
Will make it impossible to complete a two-year program in four semesters	4.7
Transfer Program:	
Sufficient courses in following areas to build a two-year transfer program?	
English and Oral Communications	
Yes	92.4%
No	7.6
Social or Behavioral Sciences	
Yes	88.8
No	11.2
Natural Sciences	
Yes	89.8
No	10.2
Engineering and Mathematics	
Yes	91.6
No	8.4
Arts and Humanities	
Yes	88.7
No	11.3
Quality of Instruction (Overall Rating):	
Excellent	19.6%
Above Average	49.5
Average	29.6
Below Average	1.0
Very Unsatisfactory	.3

TABLE 13

PREFERENCE OF JCCC STUDENTS FOR VARIOUS TYPES OF CLASS SCHEDULES
Spring 1976

	Percentage
Would take a class that meets:	
between 2 p.m. and 5 p.m.	
Yes	33.6%
No	66.4
after 5 p.m.	
Yes	50.3
No	49.7
Saturdays	
Yes	25.8
No	74.2
Sundays	
Yes	13.1
No	86.9
Weekend college	
Yes	19.1
No	80.9
More likely to participate in weekend college if assured of degree completion	
Yes	44.6
No	55.4
Preferences for nine class meeting types:	
One night (after 5 p.m.) a week for 3 hours	
Preferred	17.6%
Acceptable	41.2
Not Acceptable	41.2
Two nights (after 5 p.m.) a week for 1½ hours	
Preferred	19.3
Acceptable	43.7
Not Acceptable	37.0
One morning (before 2 p.m.) a week for 3 hours	
Preferred	27.8
Acceptable	42.3
Not Acceptable	29.9
Two mornings (before 2 p.m.) a week for 1½ hours	
Preferred	46.3
Acceptable	39.3
Not Acceptable	14.4
One afternoon (2 p.m. - 5 p.m.) a week for 3 hours	
Preferred	5.3
Acceptable	35.6
Not Acceptable	59.1

Note.--See also Table 14.

TABLE 13

PREFERENCE OF JCCC STUDENTS FOR VARIOUS TYPES OF CLASS SCHEDULES
Spring 1976
(continued)

	Percentage
Preferences for nine class meeting types (continued):	
Two afternoons (2 p.m. - 5 p.m.) a week for 1½ hours	
Preferred	11.7%
Acceptable	40.1
Not Acceptable	48.2
Saturday for 3 hours	
Preferred	7.1
Acceptable	29.0
Not Acceptable	63.9
Sunday for 3 hours	
Preferred	3.9
Acceptable	10.9
Not Acceptable	85.2
Completing a course in 8 weeks by doubling the number of hours in class per week	
Preferred	12.8
Acceptable	48.9
Not Acceptable	38.3

Note.--See also Table 14.

TABLE 14

PREFERENCES FOR CLASS MEETING TYPES FOR YOUNGER AND OLDER STUDENTS

Meeting type	Percentage by Age	
	17-24	25 and over
One night per week for 3 hours		
Preferred	10.4%	35.0%
Acceptable	45.6	27.7
Not Acceptable	44.0	37.3
Two nights per week for 1½ hours		
Preferred	17.5	22.9
Acceptable	43.8	45.8
Not Acceptable	38.7	31.3
One morning per week for 3 hours		
Preferred	25.9	28.4
Acceptable	48.2	29.6
Not Acceptable	25.9	42.0
Two mornings per week for 1½ hours		
Preferred	50.0	34.5
Acceptable	42.3	34.5
Not Acceptable	7.7	31.0
One afternoon per week for 3 hours		
Preferred	3.6	9.9
Acceptable	39.9	23.5
Not Acceptable	56.5	66.6
Two afternoons per week for 1½ hours		
Preferred	12.4	9.8
Acceptable	42.0	32.9
Not Acceptable	45.6	57.3
Saturday for 3 hours		
Preferred	4.6	12.2
Acceptable	27.5	34.1
Not Acceptable	67.9	53.7
Sunday for 3 hours		
Preferred	2.1	7.2
Acceptable	9.8	14.5
Not Acceptable	88.1	78.3
8 week mini-course		
Preferred	12.0	14.6
Acceptable	51.0	43.9
Not Acceptable	37.0	41.5
Would participate in a weekend college	17.3%	22.7%
Would be more inclined to participate in a weekend college if given assurances that degree requirements could be completed within a specified amount of time	44.3	46.0

Note.--See also Table 13.

TABLE 15

STUDENT OPINIONS OF GENERAL COUNSELING SERVICES
Spring 1976

Question	Percentage
Know where a counseling office is located:	
Yes	87.6%
No	3.3
Uncertain	9.1
Preferences for location of counseling offices:	
Prefer one area	81.5%
Prefer various buildings	18.5
Have experienced difficulty seeing a counselor:	
Yes	17.7%
No	33.9
Sometimes	30.7
Haven't attempted to see one	17.7
Areas student would feel comfortable discussing with counselor:	
Choosing subjects or courses	83.7%
Assistance to improve school work	34.0
Information about scholarships or loans	37.9
Information about careers	58.8
Personal problems	7.8
Problems with instructors	25.5
Number of times assistance was requested from counselor:	
None	19.0%
Once or twice	47.1
Three or four times	24.8
Five or more times	9.1

Note.--See also Table 20.

TABLE 16

STUDENT OPINIONS OF PROGRAM PLANNING SERVICES AND TRANSFER AND COURSE INFORMATION
Spring 1976

Question		Percentage
Have received assistance with program planning from counselor:		
Yes		89.5%
Changed program goals	(19.4)	
Modified program plan without changing goals	(34.6)	
Didn't change goals or modify plan	(35.5)	
No		10.5
Met with counselor for program planning prior to first semester at JCCC:		
Yes		80.4%
No		19.6
Extent of pertinent information provided by counselor:		
Considerable		33.9%
Some		49.1
Little		10.7
None		6.3
Extent of participation by counselor in program planning:		
Allowed choice of program without comment		30.4%
Suggested that some programs might be more suitable than others		58.0
Suggested a specific program		6.2
Told what program to choose		5.4
Have received assistance in areas other than program planning:		
Yes		25.0
No		75.0
If planning to transfer to a 4-year college, did counselor provide with information concerning requirements of that particular school:		
Yes		62.4%
No		22.9
Do not plan to transfer		14.7
Are JCCC counselors up-to-date with transferability of courses to Kansas and western Missouri colleges:		
Yes		73.8%
No		26.2

Notes.--1. These responses include only the opinions of students who saw a counselor at least once.

2. See also Table 20.

TABLE 16

STUDENT OPINIONS OF PROGRAM PLANNING SERVICES AND TRANSFER AND COURSE INFORMATION
Spring 1976
(continued)

Question	Percentage
Extent of counselors information concerning the various courses at JCCC:	
Comprehensive and accurate	28.2%
Usually comprehensive and fairly accurate	54.6
Somewhat limited and varying in accuracy	13.6
Very limited and inaccurate	3.6
Was the counselor knowledgeable about JCCC courses and their content (related to goals)?	
Yes	83.6%
No	16.4

Notes.--1. These responses include only the opinions of students who saw a counselor at least once.
2. See also Table 20.

TABLE 17

STUDENT PERCEPTIONS OF COUNSELOR CHARACTERISTICS
Spring 1976

Question	Percentage
Amount of interest counselor showed in counseling:	
Much interest	50.8%
Some interest	41.8
Not much interest	7.4
Feelings about amount of time given for interviews:	
Length of interview set by student	36.1%
Interview time reasonable	50.8
Interviews too short	13.1
Counselors' attitudes to student point of view:	
Was very accepting	55.3%
Was somewhat accepting	43.1
Was not accepting	1.6

Notes.--1. These responses include only the opinions of students who saw a counselor at least once.
2. See also Table 20.

TABLE 18

STUDENT KNOWLEDGE OF CAREER PLANNING AND PLACEMENT CENTER
Spring 1976

Question	Percentage
Aware of Career Planning and Placement Center:	
Yes, have requested assistance there	14.7%
Yes, have not requested assistance there	52.0
No	33.3
Have looked up job listings at Career Planning and Placement Center:	
Not aware information available	33.3%
No, but aware of information	40.5
Yes	26.2
Have developed better understanding of jobs available in the community through experience at JCCC:	
Yes	31.4%
No	68.6
If Yes, sources of information:	
employment agency	2.1%
employer	8.3
counselor	14.6
instructor	37.5
Career Planning and Placement Center	31.3
friends	35.4
other (newspapers, increased education, etc.)	8.3
Have developed better knowledge of jobs which might be chosen through experience at JCCC:	
Yes	52.3%
No	47.7
If Yes, sources of information:	
reading material in library	7.5%
studying about occupation in class	43.8
talking with counselor	17.5
talking with instructor	32.5
Career Planning and Placement Center	11.3
friends	11.3
neighbors	3.7
other (increased education, etc.)	6.2

Note.--See also Table 20.

TABLE 19

STUDENT AWARENESS OF FINANCIAL AID AVAILABLE
Spring 1976

Question	Percentage
Aware of financial aid available at JCCC:	
Yes	50.3%
No	49.7
If Yes, main sources of information:	
Financial Aid Counselor	22.1%
Student's counselor	11.7
Instructor	6.5
News media	13.0
Brochures	28.6
Parents	6.5
Friends	28.6
Other (high school, employer, etc.)	6.5

Note.--See also Table 20.

TABLE 20

STUDENT REACTIONS TO COUNSELING SERVICES AT JCCC

	Sex		Attend Classes		First Semester at JCCC?		JCCC Only College Attended?		
	Male	Female	Day	Eve./Sat.	Yes	No	Yes	No	Summary
General Counseling Services									
Know where a counseling office is located	84.2%	90.7%	88.8%	73.7%	88.0%	87.3%	88.3%	85.7%	87.6%
Preferences for office locations:									
Prefer one area	84.9	77.5	80.2	94.1	79.2	81.7	82.2	79.2	81.5
Prefer various buildings	15.1	22.5	19.8	5.9	20.8	18.3	17.8	20.8	18.5
Areas students feel comfortable discussing with counselors:									
Choosing subjects	81.6	85.3	85.3	78.9	84.0	83.3	88.3	76.8	83.7
Assistance with school work	39.5	28.0	36.2	15.8	40.0	32.5	30.9	39.3	34.0
Financial assistance	34.2	42.7	37.9	15.8	36.0	38.9	40.4	35.7	37.9
Career information	56.6	61.3	64.7	42.1	56.0	59.5	60.6	55.4	58.8
Personal problems	10.5	5.3	7.8	10.5	4.0	8.7	5.3	12.5	7.8
Problems with instructors	28.9	22.7	27.6	26.3	28.0	25.4	27.7	23.2	25.5
Number of times assistance has been requested:									
None	22.4	16.0	16.4	47.4	44.0	14.3	16.0	25.0	19.0
Once or twice	53.9	40.0	50.9	31.6	48.0	46.8	43.6	51.8	47.1
Three or four times	17.1	33.3	25.0	21.1	8.0	28.6	29.8	17.9	24.8
Five or more	6.6	10.7	7.8	0.0	0.0	10.3	10.6	5.4	9.1
Have experienced difficulty seeing a counselor:									
No	39.5	29.3	37.1	42.1	36.0	34.1	31.9	37.5	33.9
Yes	11.8	24.0	15.5	5.3	0.0	21.4	21.3	12.5	17.7
Sometimes	25.0	34.7	30.2	15.8	20.0	31.7	34.0	23.2	30.7
Haven't attempted to see one	23.7	12.0	17.2	36.8	44.0	12.7	12.8	26.8	17.7

Note.--See also Table 15.

TABLE 20

STUDENT REACTIONS TO COUNSELING SERVICES AT JCCC
(continued)

	Sex		Attend Classes		First Semester at JCCC?		JCCC Only College Attended?		
	Male	Female	Day	Eve./Sat.	Yes	No	Yes	No	Summary
Program Planning									
Have received assistance	91.5	87.3	88.7	80.0	71.4	91.7	92.4	83.3	89.5
Met with counselor prior to first semester at JCCC:	85.5	74.5	79.3	75.0	81.8	79.8	84.9	69.4	80.4
Extent of pertinent information counselor provided:									
Considerable	40.0%	27.3%	35.6%	25.0%	36.4%	33.3%	39.7%	22.2%	33.9%
Some	47.3	52.7	50.6	67.5	63.6	48.5	45.2	58.3	49.1
Little	9.1	12.7	8.0	12.5	0.0	12.1	11.0	11.1	10.7
None	3.6	7.3	5.8	0.0	0.0	6.1	4.1	8.3	6.3
Extent of counselor participation:									
Allowed choice of program without comment	25.5	36.4	34.5	12.5	18.2	32.3	27.4	38.9	30.4
Suggested that some programs might be more suitable than others:	67.3	47.3	52.9	87.5	72.7	55.6	58.9	52.8	58.0
Suggested a specific program	3.6	9.1	6.9	0.0	9.1	6.1	6.8	5.6	6.2
Told what program to choose	3.6	7.3	5.7	0.0	0.0	6.1	6.8	2.8	5.4
Transfer and Course Information									
Feel JCCC counselors are up to date with transferability of course to area colleges	80.4	66.0	75.0	87.5	88.9	71.7	73.9	71.0	73.8
If planning to transfer to a 4-year college did counselor provide information about requirements:									
Yes	62.3	63.0	69.0	25.0	40.0	64.9	67.6	51.4	62.4
No	28.3	16.7	15.5	50.0	20.0	22.7	18.3	31.4	22.9
Do not plan to transfer	9.4	20.4	15.5	25.0	40.0	12.4	14.1	17.1	14.7

Note.--See also Table 16.

TABLE 20

STUDENT REACTIONS TO COUNSELING SERVICES AT JCCC
(continued)

	Sex		Attend Classes		First Semester at JCCC?		JCCC Only College Attended?		
	Male	Female	Day	Eve./Sat.	Yes	No	Yes	No	Summary
Transfer and Course Information (continued)									
Extent of information provided about JCCC courses:									
Comprehensive and accurate	34.0%	20.0%	30.6%	25.0%	54.5%	23.7%	27.8%	22.9%	28.2%
Usually comprehensive and fairly accurate	45.3	65.5	58.8	50.0	45.5	56.7	55.6	57.1	54.6
Somewhat limited	17.0	10.9	9.4	12.5	0.0	15.5	13.9	14.3	13.6
Very limited and inaccurate	3.8	3.6	1.2	12.5	0.0	4.1	2.8	5.7	3.6
Felt counselor was knowledgeable about JCCC course related to their goals	83.0	85.5	90.6	75.0	100.0	82.5	88.9	74.3	83.6
Counselor Characteristics									
Interest shown by counselors:									
Much interest	55.2	46.0	54.2	30.0	61.5	49.1	53.2	43.9	50.8
Some interest	37.9	46.0	39.6	60.0	38.5	42.6	39.2	48.8	41.8
Not much interest	6.9	8.0	6.2	10.0	0.0	8.3	7.6	7.3	7.4
Length of interviews:									
Set by student	27.9	34.9	39.6	10.0	28.6	37.4	46.2	19.0	36.1
Reasonable time given	55.2	46.0	49.0	70.0	64.3	48.6	46.2	57.1	50.8
Too short	6.9	19.0	11.4	20.0	7.1	14.0	7.7	23.8	13.1
Acceptance of student point of view:									
Very accepting	59.3	50.8	56.7	50.0	78.6	51.9	54.4	54.8	55.3
Somewhat accepting	39.0	47.6	42.3	50.0	21.4	46.3	44.3	42.9	43.1
Not accepting	1.7	1.6	1.0	0.0	0.0	1.9	1.3	2.4	1.6

Note.--See also Tables 16 and 17.

TABLE 20

STUDENT REACTIONS TO COUNSELING SERVICES AT JCCC
(continued)

	Sex		Attend Classes		First Semester at JCCC?		JCCC Only College Attended?		
	Male	Female	Day	Eve./Sat.	Yes	No	Yes	No	Summary
Career Planning and Placement Center									
Aware of the Center	65.8%	68.0%	69.8%	52.6%	48.0%	70.6%	66.0%	67.9%	66.7%
Have used job listings	25.0	26.7	25.0	15.8	32.0	24.6	23.4	28.6	26.2
Developed better understanding of jobs available in community	35.5	28.0	31.9	21.1	28.0	32.5	31.9	32.1	31.4
Developed better understanding of jobs they might choose	57.9	48.0	55.2	42.1	52.0	53.2	56.4	46.4	52.3
Financial Aid									
Aware of available aid	53.9	46.7	53.4	26.3	64.0	47.6	51.1	50.0	50.3

Note.--See also Tables 18 and 19.

TABLE 21

STUDENT USE OF LIBRARY FACILITIES
Spring 1976

Question	Percentage
Library is open an adequate amount:	
Yes	56.2%
No (need more late evening and weekend)	3.5
Not observed	40.3
How often library facilities are used:	
Daily	6.2%
2 or 3 times per week	11.1
Once a week	10.3
2 or 3 times per month	17.9
Once per month	10.3
Less than once per month	21.4
Have never used the library	22.8
When students use library most often:	
8:00-10:00 A.M.	7.2%
10:00 A.M.-12:00 P.M.	25.3
12:00- 2:00 P.M.	16.6
2:00- 4:00 P.M.	11.5
Evening	14.4
Sunday	2.2
Have never used the library	22.8
Preference for weekend day open:	
Prefer Saturday	28.3%
Prefer Sunday	33.8
Don't care	37.9
Use made of library facilities on typical visit:	
Make use of numerous library materials	16.6%
Make use of some library materials	29.0
Use library as a study area only	17.9
Check out library materials and leave	9.6
Other*	4.1
Have never used library	22.8
Library services used:	
Microfiche	2.8%
Microfilm	10.6
Pamphlet file	17.6
Novels	24.7
Reference books	64.1
Magazines	55.6
Audio-visual materials	24.6
None of the above	24.6

*Uses mentioned included College Learning Center and Xerox.

Note.--See also Tables 22, 23, and 24.

TABLE 22

LIBRARY USE BY STUDENTS OF DIFFERENT AGES

Extent of Use	Age 17-19	20-24	25+
2-3 times per month or more	49.0%	40.9%	48.9%
Once per month or less	51.0	59.1	51.1
Percentage having used no special library services	22.0	27.3	24.4

Note.--See also Table 21.

TABLE 23

LIBRARY USE BY STUDENTS WHO PLAN OR DON'T PLAN TO TRANSFER

Extent of Library Use	Transfer Plans: Plan to Transfer	Uncertain	Don't Plan to Transfer
Daily	7.9%	4.5%	5.3%
2-3 times per week	15.8	6.8	0.0
Once per week	11.8	9.1	10.5
1-3 times per month	29.0	25.0	26.3
Less than once per month	18.4	29.3	36.8
Never	17.1	27.3	21.1
Have not used any special library services	22.1	26.7	27.8

Note.--See also Table 21.

TABLE 24

PREFERENCES FOR LIBRARY WEEKEND HOURS FOR VARIOUS AGE GROUPS

	Age Group 17-19	20-29	30-39	40+
Prefer Saturday	28.6%	22.6%	69.2%	14.3%
Prefer Sunday	32.6	30.6	15.4	71.4
Don't Care	38.8	46.8	15.4	14.3

Note.--See also Table 21.

TABLE 25

INSTRUCTOR ENCOURAGEMENT OF LIBRARY USE

Question	Percentage
Extent that instructors encourage students to use library services and materials:	
Very frequently	9.0%
Frequently	20.1
Occasionally	31.3
Seldom	24.3
Never	15.3

Courses cited as requiring the most library work	Courses cited as requiring the least library work
American National Government	Accounting
American Writers	Algebra
Anatomy	Anatomy
Anthropology	Art
Astronomy	Botany
Business (introductory)	Business Law
Business Law	Calculus
Chemistry	Ceramics
Communications	Child Development
Comparative Cultures	Chorus
Composition	Communications
Design	Data Processing
Drawing	Drama
Electronics	Economics
English	Fashion in Society
Fashion Fundamentals	French
History	History
Humanities	Humanities
Life Science	Life Science
Marketing	Logic
Nursing	Mathematics
Personnel Management	Microbiology
Philosophy	Physical Development
Physical Science	Physics
Police and Public	Psychology (educational)
Political Science	Retail Advertising Display
Psychology	Salesmanship
Shorthand	Short Story & Novel
Sociology	Silversmithing
Zoology	Sociology
	Speech
	Trigonometry
	Typing
	Visual Technology

Note.--See also Table 26.

TABLE 26

EXTENT TO WHICH STUDENTS OF DIFFERENT AGES FEEL INSTRUCTORS ENCOURAGE LIBRARY USE

Frequency of Encouragement	Age Groups				
	17-19	20-24	25-29	30-39	40+
Very frequently	4.1%	7.0%	10.5%	38.4%	7.7%
Frequently	20.4	11.6	36.8	23.1	23.1
Occasionally	24.5	46.5	15.8	15.4	38.4
Seldom	30.6	18.6	21.1	15.4	23.1
Never	20.4	16.3	15.8	7.7	7.7

Note.--See also Table 25.

TABLE 27

STUDENT PERCEPTIONS OF LIBRARY SERVICES
Spring 1976

Question	Percentage
Adequacy of collection of materials in library: (excludes the 37.9% who responded "not observed")	
Very adequate	18.9%
Generally adequate	58.9
Sometimes inadequate	12.2
Generally inadequate	10.0
Areas specified as inadequate:	
language and fine arts, scientific periodicals, electronics books and periodicals, medical/nursing books and periodicals, fashion design, photography, printmaking, design, computer science, plays	
Location of materials: (not observed = 29.4%)	
Easy to locate without assistance	30.7%
Generally easy - need some assistance	64.3
Difficult - need much assistance	5.0
Promptness of service: (not observed = 33.8%)	
Yes, prompt	83.4%
Sometimes	13.6
No	3.0
Willingness to serve and courteousness of library staff: (not observed = 25.7%)	
Excellent	34.6%
Good	40.2
Satisfactory	21.4
Poor	3.8
Satisfaction with physical facilities: (not observed = 17.7%)	
Yes, satisfied	93.4%
No, not satisfied (primarily lighting)	6.6
Library could make specific changes to increase use of library:	
Yes*	13.6%
No	86.4

*Suggestions included were: require more required research projects, more books to read for enjoyment, music and art prints to check out.

Note.--See also Tables 28 and 29.

TABLE 28

RATINGS OF THE ADEQUACY OF THE LIBRARY'S COLLECTION OF MATERIALS BY STUDENTS WITH DIFFERENT TRANSFER PLANS

	Transfer Plans		
	Plan to Transfer	Uncertain	Do Not Plan to Transfer
Adequacy of collection of materials in library:			
Very adequate	13.3%	8.9%	5.3%
Generally adequate	41.4	28.9	31.6
Sometimes inadequate	9.3	4.4	10.5
Generally inadequate	2.7	8.9	15.8
Not observed	33.3	48.9	36.8
Ratings for only those who observed:			
Very adequate	20.0%	17.4%	8.3%
Generally adequate	62.0	56.5	50.0
Sometimes inadequate	14.0	8.7	16.7
Generally inadequate	4.0	17.4	25.0

Note.--See also Table 27.

TABLE 29

RATINGS OF LIBRARY STAFF'S COURTEOUSNESS AND WILLINGNESS TO SERVE BY YOUNGER AND OLDER STUDENTS

	Age	
Rating	17-24	25+
Excellent	28.3%	47.0%
Good	46.3	29.4
Satisfactory	25.4	11.8
Poor	0.0	11.8

Note.--See also Table 27.

TABLE 30

STUDENT OPINIONS OF JCCC COURSE SCHEDULE
Spring 1976

Question	Percentage
Have received JCCC course schedule in the mail:	
Yes	82.8%
No	14.6
Don't know	2.6
What happened to course schedule:	
Opened and read by member of household	75.5%
Opened but not read by member of household	4.0
Discarded without being opened	3.3
Set aside for reading later	3.3
Don't know	4.6
Didn't receive a course schedule	9.3
Reaction to JCCC course schedule:	
Useful information	69.3%
Interesting or enjoyable, but not especially useful	10.7
Neither interesting, enjoyable, nor useful	2.0
Objectionable	2.7
Don't know	6.0
Didn't receive a course schedule	9.3
Have used registration request form or enrollment form included in JCCC course schedule:	
Yes	33.1%
No	66.9

Note.--The course schedule could be obtained on campus. Thus, some individuals may not have received a copy by mail but did obtain a copy by other means.

TABLE 31

STUDENT REACTIONS TO JCCC STUDENT HANDBOOK
Spring 1976

	Percentage
What was done with Student Handbook received:	
Handbook was opened and read	38.2%
Handbook was briefly skimmed but not read	25.6
Handbook was discarded	3.3
Handbook was set aside for later reference	8.5
Don't know	5.3
Didn't receive a Student Handbook	19.1
Reaction to Student Handbook:	
Useful information	46.7%
Interesting or enjoyable but not especially useful	17.8
Neither interesting, enjoyable, nor useful	7.2
Objectionable	2.0
Don't know	7.2
Didn't receive a Student Handbook	19.1

TABLE 32

REACTIONS OF NEW AND RETURNING STUDENTS TO THE STUDENT HANDBOOK
Spring 1976

What was Done with Handbook	New Students	Return Students
Was opened and read	32.0%	39.2%
Skimmed but not read	12.0	28.0
Discarded	0.0	4.0
Set aside for later reference	4.0	9.6
Don't know	4.0	5.6
Didn't receive a Student Handbook	48.0	13.6
Reactions:		
Useful information	36.0	48.0
Interesting or enjoyable; not especially useful	12.0	19.2
Neither interesting, enjoyable, nor useful	0.0	8.8
Objectionable	0.0	2.4
Don't know	4.0	8.0
Didn't receive a Student Handbook	48.0	13.6

TABLE 33

STUDENT REACTIONS TO VARIOUS JCCC PUBLICATIONS
Spring 1976

	Percentage
Have seen or read following JCCC publications:	
GED Test Preparation	3.9%
CLEP Test Preparation	7.2
Financial Aid	37.2
Foreign Students	0.0
Quick Step	9.9
JCCC Fact Folder	11.1
TeleCable	10.5
Child Care Directory	2.6
Advanced Standing Credit	4.6
Dental Hygiene Clinic	6.5
Veterans' Information	11.1
Hearing Impaired Program	1.3
Continuing Education program flyers	30.1
Sports programs or schedules	28.1
Reaction to JCCC catalog:	
Contains all necessary information in clear and concise form	11.8%
Answered most of my questions	47.4
Lacked some of the information I needed	22.4
Was difficult or impossible to use	1.3
Don't know	4.6
Didn't receive a catalog	12.5
Reaction to Careers book:	
Helped me decide to come to JCCC; useful information	17.1%
Interesting or enjoyable, but not especially useful	23.7
Neither interesting, enjoyable, nor useful	4.6
Objectionable	1.3
Don't know	11.2
Didn't receive a Careers book	42.1
Reaction to View book:	
Helped me decide to come to JCCC; useful information	4.0%
Interesting or enjoyable, but not especially useful	7.9
Neither interesting, enjoyable, nor useful	2.6
Objectionable	2.0
Don't know	16.4
Didn't receive a View book	67.1

Note.--See also Tables 34 and 35.

TABLE 34

REACTION TO JCCC CATALOG BY YOUNGER AND OLDER STUDENTS

Reaction	Age Group		
	17-19	20-24	25+
Contains all necessary information	15.2%	12.8%	6.7%
Answered most questions	40.9	59.0	44.4
Lacked some needed information	30.3	15.4	17.8
Difficult or impossible to use	1.5	0.0	2.2
Don't know	7.6	2.6	2.2
Didn't receive a catalog	4.5	10.2	26.7

Note.--See also Table 33.

TABLE 35

REACTION TO JCCC CAREERS BOOK BY MALES AND FEMALES
Spring 1976

Reaction	Males	Females
Helped me decide on JCCC; useful information	19.8%	14.9%
Interesting, enjoyable; not especially useful	25.9	22.4
Neither interesting, enjoyable nor useful	2.6	0.0
Objectionable	1.2	1.5
Don't know	13.6	6.0
Didn't receive a Careers Book	30.9	55.2

Note.--See also Table 33.

TABLE 36

STUDENT USE OF TIME OUTSIDE CLASS
Spring 1976

Question	Percentage
Hours spent on campus per week outside classroom:	
none	25.2%
1 - 5 hours	51.7
6 - 10 hours	14.3
11 - 15 hours	2.7
over 15 hours	6.1
How time outside classroom is generally used:	
studying in the Educational Media Center (Library)	43.3%
studying elsewhere on campus	41.7
organizations and clubs	2.5
social activities	15.0
recreation	15.8
intramural program	4.2
campus job	6.7
other*	11.7
Best description of typical evening activities from Monday through Thursday:	
stay at home	38.6%
go to work	24.1
go to campus to study	2.1
go to campus for a night course	13.1
go out with a group of friends	5.5
dating	2.1
other**	14.5

*Activities most often mentioned pertained to sports participation, spending time in Commons, and science labs.

**Most of these respondents checked two of the possible activities rather than just one, so were categorized as "other."

Note.--See also Table 37.

TABLE 37

AGE AND SEX DIFFERENCE IN STUDENT USE OF TIME OUTSIDE CLASS
Spring 1976

Question	Age				Sex	
	17-19	20-24	25-29	30+	Male	Female
Hours per week spent on campus outside class:						
none	16.9%	33.3%	26.7%	29.0%	30.8%	20.3%
one to five	61.0	38.5	40.0	58.0	41.5	60.7
six to ten	15.3	18.0	13.3	9.7	16.9	12.7
eleven to fifteen	0.0	7.7	6.7	0.0	3.1	2.5
over fifteen	6.8	2.5	13.3	3.3	7.7	3.8
How time outside class is used:						
studying in EMC	32.1	39.3	53.9	73.9	34.7	51.5
studying elsewhere on campus	45.3	42.9	30.8	43.5	34.7	48.5
organizations and clubs	0.0	7.1	0.0	4.4	6.1	0.0
social activities	26.4	3.6	7.7	4.4	12.2	16.2
recreation	17.0	25.0	0.0	4.4	22.4	8.8
intramural program	5.7	7.1	0.0	0.0	6.1	2.9
campus job	5.7	7.1	15.4	0.0	10.2	2.9
other	15.1	14.3	7.7	4.4	12.2	11.8
Typical evening activities (Monday - Thursday):						
stay at home	30.5	30.7	42.9	66.6	34.4	43.6
go to work	30.5	28.2	21.4	6.7	26.6	21.8
go to campus to study	3.4	2.6	0.0	0.0	0.0	3.8
go to campus for a night course	5.1	15.4	28.6	16.7	17.2	9.0
go out with a group of friends	5.1	7.7	0.0	3.3	6.3	3.8
dating	3.4	2.6	0.0	0.0	0.0	3.8
other	22.0	12.8	7.1	6.7	15.6	14.1

Note.--See also Table 36.

TABLE 38

STUDENT OPINIONS OF INFORMATION ABOUT EXTRACURRICULAR CAMPUS ACTIVITIES
Spring 1976

Question	Percentage
Main source of information about campus activities or events:	
School paper (Herald)	12.7%
Other students	21.1
Bulletin boards	28.9
Signs and posters	23.9
Activities calendar	6.3
Other*	7.1
Amount of information available regarding campus activities and events is adequate:	
Yes	71.3%
No	28.7

*Most of these respondents either checked more than one of the listed activities or wrote they were not familiar with campus activities.

TABLE 39

AGE AND SEX DIFFERENCES IN STUDENT OPINIONS ABOUT SOURCES OF INFORMATION FOR EXTRACURRICULAR CAMPUS ACTIVITIES
Spring 1976

	Age				Sex	
Question	17-19	20-24	25-29	30+	Male	Female
Main source of information about campus activities:						
school paper	8.8%	10.5%	0.0%	27.6%	8.2%	15.4%
other students	26.3	26.3	0.0	17.3	21.3	21.8
bulletin boards	28.1	26.3	46.7	27.6	31.1	28.2
signs and posters	29.8	21.1	33.3	6.9	24.6	21.8
activities calendar	1.7	7.9	13.3	10.3	6.6	6.4
other	5.3	7.9	6.7	10.3	8.2	6.4
Information adequate:						
yes	67.9	71.1	73.3	83.9	66.7	77.9
no	32.1	28.9	26.7	16.1	33.3	22.1

TABLE 40

STUDENT SUPPORT OF SPORT ACTIVITIES AND ART EXHIBITS
Spring 1976

Question	Percentage
How closely varsity and/or intramural athletics followed:	
not at all	52.1%
not very closely	32.9
fairly closely	13.0
very closely	2.0
Number of intramural sports (volleyball, basketball) have participated in:	
none	92.5%
one sport	4.8
two sports	2.7
three or more sports	0.0
Number of inter-collegiate sports (basketball, baseball) supported through game attendance:	
none	79.5%
one sport	14.4
two sports	4.1
three or more sports	2.0
Frequency of attendance to Free Art Exhibits on campus:	
have attended most of them	8.2%
have occasionally attended	24.7
have seldom attended	19.2
have never attended	47.9
Opinion of importance of organized extracurricular activities:	
they are very important	23.3%
they are reasonably important	37.0
no opinion	38.4
for the most part they are irrelevant and distracting	1.3
there should be no extracurricular activities	0.0

Note.--See also Table 41.

TABLE 41

AGE AND SEX DIFFERENCES IN STUDENT SUPPORT OF SPORT ACTIVITIES AND ART EXHIBITS
Spring 1976

Question	Ages				Sex	
	17-19	20-24	25-29	30+	Male	Female
How closely varsity and/or intramural athletics followed:						
not at all	45.8%	51.3%	78.6%	58.1%	50.0%	55.7%
not very closely	42.4	23.1	21.4	35.5	32.8	34.2
fairly closely	10.2	23.1	0.0	6.4	15.6	8.8
very closely	1.7	2.5	0.0	0.0	1.6	1.3
Number of intramural sports participated in:						
none	91.5	89.8	100.0	100.0	92.2	94.9
one	5.1	5.1	0.0	0.0	3.1	3.8
two	3.4	5.1	0.0	0.0	4.7	1.3
three or more	0.0	0.0	0.0	0.0	0.0	0.0
Number of intercollegiate sports supported through game attendance:						
none	76.3	71.8	92.9	93.6	78.1	82.3
one	18.6	18.0	7.1	6.4	17.2	12.7
two	5.1	5.1	0.0	0.0	3.1	3.8
three or more	0.0	5.1	0.0	0.0	1.6	1.2
Frequency of attendance at Free Art Exhibits:						
have attended most	8.6	7.6	13.3	6.4	4.7	11.4
have occasionally attended	29.3	18.0	20.0	25.8	20.3	27.9
have seldom attended	19.0	18.0	20.0	19.4	20.3	17.7
have never attended	43.1	56.4	46.7	48.4	54.7	43.0
Opinion of importance of organized extracurricular activities:						
very important	28.8	18.0	14.3	16.1	21.9	21.5
reasonably important	33.9	38.5	64.3	32.3	37.5	38.0
no opinion	35.6	41.0	21.4	51.6	40.6	38.0
irrelevant and distracting	1.7	2.5	0.0	0.0	0.0	2.5
should be none	0.0	0.0	0.0	0.0	0.0	0.0

Note.--See also Table 40.

TABLE 42

STUDENT PARTICIPATION ON COMMITTEES
Spring 1976

Question	Percentage
Number of Student Activities Committees involved in:	
none	91.8%
one	7.5
two	0.7
three	0.0
Number of hours willing to devote to ORGANIZED extracurricular activities weekly:	
none	56.2%
less than 5 hours	33.6
between 5 and 10 hours	10.2
more than 10 hours	0.0
Amount of interest in Student Activities Coordinating Council:	
very much interested	3.4%
quite interested	6.2
somewhat interested	26.7
no opinion	31.5
not particularly interested	13.0
do not know what the Student Activities Coordinating Council does	19.2
Opinion of what the College Student Activities program should primarily do:	
emphasize club activities	8.5%
emphasize group activities (dances, concerts, movies, coffeehouse, etc.)	46.1
emphasize interest activities restricted to short period of time (weekend trips, pool tournaments)	24.8
emphasize sport events	2.1
other*	18.5
Student activities should be planned by:	
students only	5.5%
students in cooperation with College staff	78.0
College staff with cooperation of students	12.3
College student activities personnel only	2.1
other**	2.1

*Most of these respondents checked more than one activity or else had no opinion.

**Responses were: "by students with help if needed from staff," "no opinion," and "anyone who cares."

79

Note.--See also Table 43.

TABLE 42

STUDENT PARTICIPATION ON COMMITTEES
Spring 1976
(continued)

Question	Percentage
Feel students should be represented on College Committees (Intercollegiate athletics, Curriculum Committee, etc.):	
strongly agree	37.4%
agree, but not strongly	40.2
no opinion	19.7
disagree, but not strongly	2.7
strongly disagree	0.0
If YES, students should be selected by:	
the College staff	5.2%
random selection	18.1
an elected student committee	11.2
volunteers who indicate an interest	54.3
a vote of all students	7.8
other*	3.4

*Most "other" responses resulted from students who checked more than one of the listed alternatives.

Note.--See also Table 43.

TABLE 43

AGE AND SEX DIFFERENCES IN STUDENT PARTICIPATION ON COMMITTEES
Spring 1976

Question	Ages				Sex	
	17-19	20-24	25-29	30+	Male	Female
Number of student activities committees involved in:						
none	93.2%	89.7%	100.0%	93.5%	96.9%	89.9%
one	6.8	7.7	0.0	6.5	3.1	8.8
two	0.0	2.6	0.0	0.0	0.0	1.3
three	0.0	0.0	0.0	0.0	0.0	0.0
Number of hours willing to devote to organized extra-curricular activities weekly:						
none	39.7	64.1	73.3	74.2	60.9	54.4
less than 5 hours	44.8	25.6	26.7	25.8	28.1	38.0
between 5 and 10 hours	15.5	10.3	0.0	0.0	10.9	7.6
more than 10 hours	0.0	0.0	0.0	0.0	0.0	0.0
Interest in Student Activities Coordinating Council:						
very much interested	6.8	0.0	0.0	3.2	1.5	5.1
quite interested	6.8	10.3	0.0	0.0	4.7	6.3
somewhat interested	28.8	23.0	42.9	19.4	25.0	27.8
no opinion	13.6	43.6	28.6	51.6	39.1	25.3
not particularly interested	16.9	12.8	7.1	9.7	14.1	12.7
don't know what SACC does	27.1	10.3	21.4	16.1	15.6	22.8
Opinion of what College Student Activities Program should primarily do:						
emphasize club activities	5.4	7.9	20.0	10.4	6.2	10.8
emphasize group activities	53.6	39.5	33.3	44.8	39.1	51.4
emphasize short duration activities	23.2	31.6	40.0	13.8	32.8	18.9
emphasize sport events	3.6	0.0	0.0	0.0	3.1	0.0
other	14.2	21.0	6.7	31.0	18.8	18.9
Student activities should be planned by:						
students only	3.4	15.4	0.0	0.0	6.2	5.1
students in cooperation with college staff	89.7	69.2	66.7	74.2	70.8	84.6
college staff with cooperation of students	5.2	10.3	26.7	19.3	18.5	6.4
College Student Activities Personnel only	1.7	0.0	0.0	6.5	1.5	2.6
other	0.0	5.1	6.6	0.0	3.0	1.3

Note.--See also Table 42.

TABLE 43

AGE AND SEX DIFFERENCES IN STUDENT PARTICIPATION ON COMMITTEES
Spring 1976

Question	Ages				Sex	
	17-19	20-24	25-29	30+	Male	Female
Feel students should be represented on college committees:						
strongly agree	33.9%	33.3%	60.0%	38.7%	40.0%	35.5%
agree, but not strongly	40.7	43.6	20.0	41.9	35.4	43.0
no opinion	25.4	18.0	20.0	12.9	23.1	17.7
disagree, but not strongly	0.0	5.1	0.0	6.5	1.5	3.8
strongly disagree	0.0	0.0	0.0	0.0	0.0	0.0
If YES, students should be selected by:						
the college staff	4.4	6.7	0.0	7.7	2.1	7.7
random selection	13.3	20.0	25.0	19.2	18.8	16.9
an elected student committee	4.4	20.0	16.7	11.5	14.6	9.2
interested volunteers	68.9	43.3	50.0	42.3	52.1	55.4
a vote of all students	4.4	6.7	8.3	15.4	10.4	6.2
other	4.2	3.3	0.0	3.9	2.0	4.6

TABLE 44

STUDENT OPINIONS ON PLANNING AND ATTENDING ACTIVITIES
Spring 1976

Activity	Would actively help plan and execute	Would not plan but would attend once initiated			
		Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
Service Clubs:					
Junior Chamber of Commerce	1.7%	0.9%	4.3%	46.1%	47.0%
Key Club	0.0	0.9	2.6	43.1	53.4
Big Brothers	2.5	1.7	10.2	33.9	51.7
Big Sisters	5.7	3.3	14.7	35.3	41.0
League of Women Voters	4.9	5.7	6.6	33.6	49.2
Social Service Functions:					
Blood Mobile day on campus	8.1	12.2	24.4	31.7	23.6
Community Chest providing health services (eye and ear check-ups, vaccinations)	10.6	13.9	21.3	31.2	23.0
tutoring programs for grade school or special education students	11.4	8.9	20.3	35.0	24.4
Educational Symposia:					
drug abuse	10.6	7.3	20.3	35.0	26.8
political issues	6.0	7.7	26.5	29.0	30.8
environmental protection	5.8	9.9	20.6	39.7	24.0
changing sex roles	3.4	8.5	22.9	34.7	30.5
marriage and family planning	5.9	6.8	29.7	27.9	29.7
economy	3.4	15.4	19.7	32.5	29.0
School Spirit Organizations:					
rally committees	2.5	3.3	8.2	34.4	51.6
pep club	0.8	3.4	9.2	35.3	51.3
Special Interest Clubs:					
Engineer's Club	0.0	0.9	3.4	31.9	63.8
Radio Club	1.7	1.7	7.9	26.1	62.6
Photography Club	1.7	8.5	12.7	28.0	49.1
Drama Club	0.8	5.9	7.6	37.8	47.9
Retail Marketing Club	0.8	3.4	6.8	30.5	58.5
Aviation Club	1.7	2.5	11.9	28.0	55.9
Business Club	4.1	1.7	6.7	35.0	52.5
Art Club	0.9	3.4	9.4	33.3	53.0

Note.--See also Table 45.

TABLE 44

STUDENT OPINIONS ON PLANNING AND ATTENDING ACTIVITIES
Spring 1976
(continued)

Activity	Would actively help plan and execute	Would not plan but would attend once initiated			
		Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
Popular Concerts or Coffeehouse performances (Mac Davis, John Denver)	17.7%	33.8%	25.4%	12.3%	10.8%
Chamber Orchestra Concert Series (K.C. Philharmonic, Iowa String Quartet)	6.3	13.5	28.6	28.6	23.0
Dances	2.4	7.1	26.2	28.6	35.7
Homecoming Activities each year	3.2	7.3	16.1	34.7	38.7
Movies	6.2	29.2	30.8	18.4	15.4
Intramural sports (basketball, volleyball, track, golf, tennis)	7.1	15.1	19.0	28.6	30.2

Note.--See also Table 45.

TABLE 45

PERCENTAGE OF STUDENTS WHO WOULD DEFINITELY ATTEND OR HELP PLAN AND EXECUTE VARIOUS ACTIVITIES

Activities	Ages				Sex	
	17-19	20-24	25-29	30+	Male	Female
Service Clubs:						
Junior Chamber of Commerce	2.0%	6.7%	0.0%	0.0%	5.4%	0.0%
Key Club	2.0	0.0	0.0	0.0	0.0	1.6
Big Brothers	2.0	3.2	7.1	5.0	3.6	3.4
Big Sisters	11.3	6.2	7.1	9.5	0.0	16.4
League of Women Voters	8.0	3.1	7.1	29.1	3.8	16.7
Social Service Functions:						
Blood Mobile day on campus	16.7	21.9	35.7	19.0	12.7	27.3
Community Chest	3.9	12.9	7.1	0.0	5.3	8.0
providing health services	23.5	25.8	28.6	25.0	16.7	31.9
tutoring programs	24.5	15.6	21.4	9.5	11.2	25.7
Educational Symposia:						
drug abuse	13.7	24.2	21.4	17.4	14.3	21.8
political issues	12.2	16.1	0.0	23.8	13.7	14.1
environmental protection	15.7	21.9	0.0	18.2	15.1	16.7
changing sex roles	10.2	16.1	0.0	18.2	13.4	11.0
marriage and family planning	16.0	15.6	0.0	10.0	11.5	14.2
economy	18.4	19.4	14.3	19.0	22.7	14.5
School Spirit Organizations:						
rally committees	7.5	3.2	0.0	4.8	3.8	6.1
pep club	5.8	6.2	0.0	0.0	3.8	4.8
Special Interest Clubs:						
Engineer's Club	2.0	0.0	0.0	0.0	0.9	0.0
Radio Club	4.1	3.2	7.1	0.0	5.9	1.6
Photography Club	11.8	6.4	7.1	6.0	9.4	11.1
Drama Club	13.5	3.2	0.0	0.0	7.5	6.3
Retail Marketing Club	0.0	9.7	7.1	4.8	5.7	3.2
Aviation Club	0.0	6.2	7.1	9.5	7.2	1.6
Business Club	4.0	3.2	7.1	9.1	7.6	3.1
Art Club	0.0	3.1	14.3	10.0	3.8	4.8
Popular concerts or Coffee House performances	62.3	51.4	57.1	24.0	44.9	56.5
Chamber Orchestra Concert Series	19.2	27.3	7.1	20.0	21.1	19.4
Dances	12.7	6.2	0.0	9.1	10.5	7.6
Homecoming Activities each year	12.9	9.4	0.0	9.1	10.5	9.2
Movies	46.3	27.3	21.4	26.9	33.4	35.7
Intramural Sports	22.2	27.3	14.3	9.1	26.7	14.9

Note.--See also Table 44.

TABLE 46

REASONS GIVEN FOR NOT ATTENDING STUDENT ACTIVITY FUNCTIONS
Spring 1976

Reason Given	Percentage
No interest in campus activities	27.7%
Would rather study	2.1
Lack of knowledge of such events	11.4
Cost too much	1.4
Never held at convenient time	33.3
Other*	24.1

*Most common reasons were family considerations, time limitations, and work responsibilities.

TABLE 47

AGE AND SEX DIFFERENCES IN REASONS GIVEN FOR NOT ATTENDING STUDENT ACTIVITIES FUNCTIONS

	Ages				Sex	
Reason Given	17-19	20-24	25-29	30+	Male	Female
No interest in campus activities	22.8%	36.8%	13.3%	35.7%	25.4%	30.7%
Would rather study	0.0	5.3	6.7	0.0	1.6	2.7
Lack of knowledge of such events	19.3	10.5	6.7	0.0	14.3	9.3
Cost too much	1.8	0.0	0.0	3.6	1.6	1.3
Never held at convenient time	40.3	29.0	26.7	25.0	33.3	32.0
Other	15.8	18.4	46.6	35.7	23.8	24.0

Note.--See also Table 46.

APPENDIX A

SURVEY INSTRUMENTS

1 1 ___ ___ ___
1 2 3 4 5

JCCC Student Survey

Directions: This questionnaire is in three parts. Part I asks you to provide information about yourself, Part II asks your experience with certain college publications, and Part III is concerned with instruction. All of the questions can be answered with a few words or by placing an (X) in the appropriate space. Please answer all questions as accurately as possible. Your cooperation by participating in this survey will help us improve the college publications and instruction available to you.

PART I. (General)

___ ___ 1. Age: _____
6 7

___ 2. Sex:
8 ____ 1. male
____ 2. female

___ 3. Marital Status:
9 ____ 1. single
____ 2. married, no children
____ 3. married, children
____ 4. widowed, divorced or separated

___ 4. Are you currently employed outside the home?
10 ____ 1. mornings only
____ 2. afternoons only
____ 3. both mornings and afternoons
____ 4. nights only
____ 5. not employed

___ ___ 5. If you are employed (outside the home), how many hours per
11 12 week do you spend on the job? _____

___ ___ 6. You are currently enrolled in how many credit hours at JCCC?
13 14 _____

___ 7. You attend classes at JCCC during the following times:
15 (check all that apply)
____ 1. before 2 p.m.
____ 2 2 p.m. to 5 p.m.
____ 3. after 5 p.m.
____ 4. Saturday

___ 8. Is this your first semester at JCCC?
16 ____ 1. yes
____ 2. no

(Please turn to reverse side)

17 18 19

9. Have you attended another college or other colleges in addition to JCCC?
   ____ 1. yes If yes, how many hours were completed elsewhere prior to this semester? _____
   ____ 2. no

20

10. Do you plan to complete the requirements for an Associate of Arts degree?
   ____ 1. yes ____ 3. no, am in one-year career program
   ____ 2. no ____ 4. uncertain

21

11. Do you plan to transfer to a four year college or university?
   ____ 1. yes, after one semester at JCCC
   ____ 2. yes, after one year at JCCC
   ____ 3. yes, after completing two years at JCCC
   ____ 4. uncertain
   ____ 5. no

12. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement.)

	Very Important	Somewhat Important	Not Important
22 My relatives wanted me to come here			
23 This college has a very good reputation			
24 Most of my friends were going to this college			
25 Because of low tuition			
26 Opportunity to work and attend college			
27 Someone who had been here before advised me to go			
28 Because of the special educational programs offered			
29 I was not accepted anywhere else			
30 My guidance counselor advised me to go			
31 This college was close to home			
32 Able to be admitted without high school diploma			
33 Able to be admitted with low grades			
34 Thought it would be easier than other schools			
35 Social life at the college			
36 Social life within the community			

____ 37 13. Which ONE of the following was your major reason for attending JCCC?

____ 1. to prepare for a job or job improvement
____ 2. self understanding and personal development
____ 3. to gain a general education and appreciation of ideas
____ 4. to prepare for a happy marriage and family life
____ 5. to develop my ability to get along with different kinds of people
____ 6. to transfer to a 4-year college or university
____ 7. other (specify) _____

PART II. (College Publications)

____ 38 1. Have you or any member of your family ever received a JCCC course schedule in the mail?

____ 1. yes
____ 2. no
____ 3. don't know

____ 39 2. Which ONE of the following best describes what happened to the course schedule you or your family received?

____ 1. schedule was opened and read by a member of the household
____ 2. schedule was opened but not read by a member of the household
____ 3. schedule was discarded without being opened
____ 4. schedule was set aside for reading later
____ 5. don't know
____ 6. didn't receive a course schedule

____ 40 3. Which ONE of the following best describes your reaction to the JCCC course schedule you received by mail?

____ 1. the kind of useful information my family or I like to receive
____ 2. interesting or enjoyable, but not especially useful to me or my family
____ 3. neither interesting, enjoyable, nor useful
____ 4. objectionable
____ 5. don't know
____ 6. didn't receive a course schedule

____ 41 4. Have you ever used the registration request form or the enrollment form which was included in the class schedule mailed to your home?

____ 1. yes
____ 2. no

(Please turn to reverse side)

____ 42 5. Which ONE of the following best describes your reaction to the JCCC catalog?

____ 1. contains all necessary information in clear and concise form
____ 2. answered most of my questions
____ 3. lacked some of the information I needed
____ 4. was difficult or impossible to use
____ 5. don't know
____ 6. didn't receive a catalog

____ 43 6. Which ONE of the following best describes your reaction to the Careers book?

____ 1. helped me decide to come to JCCC; useful information
____ 2. interesting or enjoyable, but not especially useful to me
____ 3. neither interesting, enjoyable, nor useful
____ 4. objectionable
____ 5. don't know
____ 6. didn't receive a Careers book

____ 44 7. Which ONE of the following best describes your reaction to the View book?

____ 1. helped me decide to come to JCCC; useful information
____ 2. interesting or enjoyable, but not especially useful to me
____ 3. neither interesting, enjoyable, nor useful
____ 4. objectionable
____ 5. don't know
____ 6. didn't receive a View book.

____ 45 8. Which ONE of the following best describes what you did with the Student Handbook you received?

____ 1. handbook was opened and read
____ 2. handbook was briefly skimmed but not read
____ 3. handbook was discarded
____ 4. handbook was set aside for later reference
____ 5. don't know
____ 6. didn't receive a Student Handbook

____ 46 9. Which ONE of the following best describes your reaction to the Student Handbook?

____ 1. useful information
____ 2. interesting or enjoyable but not especially useful to me
____ 3. neither interesting, enjoyable, nor useful
____ 4. objectionable
____ 5. don't know
____ 6. didn't receive a Student Handbook

47 48 49 50 51 52 53 54 55 56 57 58 59 60

10. Which of the following JCCC publications have you seen or read?

____ 1. GED Test Preparation
____ 2. CLEP Test Preparation
____ 3. Financial Aid
____ 4. Foreign Students
____ 5. Quick Step
____ 6. JCCC Fact Folder
____ 7. TeleCable
____ 8. Child Care Directory
____ 9. Advanced Standing Credit
____ 10. Dental Hygiene Clinic
____ 11. Veterans' Information
____ 12. Hearing Impaired Program
____ 13. Continuing Education program flyers
____ 14. Sports programs or schedules

Skip to 1/80

BEGIN CARD 2

2/1 Duplicate from card 1 2 3 4 5

PART III. (Instructional)

1. Scheduling conflicts: 6

____ 1. have been no problem for me
____ 2. have been no worse than I anticipated
____ 3. will make it difficult for me to complete a two-year program in four semesters
____ 4. will make it impossible for me to complete a two-year program in four semesters

2. In the following areas, does the College offer you sufficient courses from which to build a two-year transfer program? 7 8 9 10 11

1. English & Oral Communications	____ yes	____ no
2. Social or Behavioral Sciences	____ yes	____ no
3. Natural Sciences	____ yes	____ no
4. Engineering & Mathematics	____ yes	____ no
5. Arts & Humanities	____ yes	____ no

3. Do you feel that your learning at JCCC has been frequently impaired because of class size? 12

____ 1. yes
____ 2. no

If YES, which ONE of the following was MOST responsible? 13

____ 1. class too large
____ 2. class too small
____ 3. room too small
____ 4. room too large

4. Would you take a class that meets sometime between 2 p.m. and 5 p.m.? 14

____ 1. yes
____ 2. no

If NO, why not? _____

5. Would you take a class that meets after 5 p.m.? 15

____ 1. yes
____ 2. no

(Please turn to reverse side)

6. Would you take a class that meets on Saturday? ____ 16
____ 1. yes
____ 2. no

7. Would you take a class that meets on Sunday? ____ 17
____ 1. yes
____ 2. no

8. Nine class meeting types are listed below. Please indicate for each of these nine whether they are: ____ 18 ____ 19 ____ 20 ____ 21 ____ 22 ____ 23 ____ 24 ____ 25 ____ 26
P (preferred)
A (acceptable)
N (not acceptable)

____ 1. one night (after 5 p.m.) a week for 3 hours
____ 2. two nights (after 5 p.m.) a week for 1½ hours
____ 3. one morning (before 2 p.m.) a week for 3 hours
____ 4. two mornings (before 2 p.m.) a week for 1½ hours
____ 5. one afternoon (2 p.m.-5 p.m.) a week for 3 hours
____ 6. two afternoons (2 p.m.-5 p.m.) a week for 1½ hours
____ 7. Saturday for 3 hours
____ 8. Sunday for 3 hours
____ 9. completing a course in 8 weeks by doubling the number of hours in class per week

9. Would you participate in a weekend college (i.e., one in which classes meet on Saturday and Sunday?) ____ 27
____ 1. yes
____ 2. no
If YES, what kinds of classes would you be interested in taking? _____
_____
_____
_____

10. Would you be more inclined to participate in a weekend college if there were assurances that you could complete a degree or certificate program over an extended period? ____ 28
____ 1. yes
____ 2. no

11. Overall, how would you rate the quality of instruction provided at JCCC? ____ 29
____ 1. excellent
____ 2. above average
____ 3. average
____ 4. below average
____ 5. very unsatisfactory

30 31 32 33 34 35 36 37

12. What educational degrees or certificates do you intend to earn in the next five years (check all those you intend to earn).

____ 1. none
____ 2. high school diploma
____ 3. certificate or license needed for an occupation such as electrician, beautician, real estate salesman
____ 4. two-year college degree (A.A.)
____ 5. four-year college degree (B.A.)
____ 6. Masters degree (M.A.)
____ 7. Doctoral degree
____ 8. other (specify) _____

38

13. Would you take a class that meets sometime between 2 p.m. and 5 p.m. if the tuition were reduced?

____ 1. yes, definitely
____ 2. yes, maybe
____ 3. uncertain
____ 4. no

The space below is provided for your comments concerning the instruction at JCCC.

1 2 ___ ___ ___
1 2 3 4 5

JCCC Student Survey

Directions: This questionnaire is in two parts. Part I asks you to provide information about yourself and Part II asks your experience with certain counseling services. All of the questions can be answered with a few words or by placing an (X) in the appropriate space. Please answer all questions as accurately as possible. Your cooperation by participating in this survey will help us improve the counseling services available to you.

PART I. (General)

___ ___ 1. Age: _____
6 7

___ 2. Sex:
8 ____ 1. male
____ 2. female

___ 3. Marital Status:
9 ____ 1. single
____ 2. married, no children
____ 3. married, children
____ 4. widowed, divorced or separated

___ 4. Are you currently employed outside the home?
10 ____ 1. mornings only
____ 2. afternoons only
____ 3. both mornings and afternoons
____ 4. nights only
____ 5. not employed

___ ___ 5. If you are employed (outside the home), how many hours per
11 12 week do you spend on the job? _____ __

___ ___ 6. You are currently enrolled in how many credit hours at JCCC?
13 14 _____

___ 7. You attend classes at JCCC during the following times:
15 (check all that apply)
____ 1. before 2 p.m.
____ 2. 2 p.m. to 5 p.m.
____ 3. after 5 p.m.
____ 4. Saturday

___ 8. Is this your first semester at JCCC?
16 ____ 1. yes
____ 2. no

(Please turn to reverse side)

17 18 19

9. Have you attended another college or other colleges in addition to JCCC?
   ____ 1. yes If yes, how many hours were completed elsewhere prior to this semester? _____
   ____ 2. no

20

10. Do you plan to complete the requirements for an Associate of Arts degree?
   ____ 1. yes
   ____ 2. no
   ____ 3. no, am in one-year career program
   ____ 4. uncertain

21

11. Do you plan to transfer to a four year college or university?
   ____ 1. yes, after one semester at JCCC
   ____ 2. yes, after one year at JCCC
   ____ 3. yes, after completing two years at JCCC
   ____ 4. uncertain
   ____ 5. no

12. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement.)

		Very Important	Somewhat Important	Not Important
22	My relatives wanted me to come here.....			
23	This college has a very good reputation.....			
24	Most of my friends were going to this college.....			
25	Because of low tuition.....			
26	Opportunity to work and attend college.....			
27	Someone who had been here before advised me to go.....			
28	Because of the special educational programs offered...			
29	I was not accepted anywhere else.....			
30	My guidance counselor advised me to go.....			
31	This college was close to home.....			
32	Able to be admitted without high school diploma.....			
33	Able to be admitted with low grades.....			
34	Thought it would be easier than other schools.....			
35	Social life at the college.....			
36	Social life within the community.....			

___ 37 13. Which ONE of the following was your major reason for attending JCCC?

____ 1. to prepare for a job or job improvement
____ 2. self understanding and personal development
____ 3. to gain a general education and appreciation of ideas
____ 4. to prepare for a happy marriage and family life
____ 5. to develop my ability to get along with different kinds of people
____ 6. to transfer to a 4-year college or university
____ 7. other (specify) _____

PART II. (Counseling Services)

___ 38 1. Are you aware of the Career Planning and Placement Center at JCCC?

____ 1. yes
____ 2. no

___ 39 If yes, have you requested assistance from the staff at the center?

____ 1. yes
____ 2. no

___ 40 2. Have you ever looked at the job listings available in the Career Planning and Placement Center?

____ 1. Not aware information available
____ 2. No, but I am aware of the availability of information
____ 3. Yes

___ 41 3. Have you developed a better understanding of the jobs available in your community through your experience at JCCC?

____ 1. yes
____ 2. no

___ 42 ___ 43 If yes, which of the following sources helped improve your understanding? (Check no more than 2)

____ 1. an employment agency
____ 2. an employer
____ 3. a counselor
____ 4. an instructor
____ 5. Career Planning and Placement Center
____ 6. friends
____ 7. other (specify) _____

___ 44 4. Have you developed a better knowledge of the jobs you might choose through your experience at JCCC?

____ 1. yes
____ 2. no

___ 45 ___ 46 If yes, which of the following sources helped improve your knowledge? (Check no more than 2)

____ 1. reading material in the library
____ 2. studying about an occupation in a class
____ 3. talking with a counselor
____ 4. talking with an instructor
____ 5. Career Planning and Placement Center
____ 6. friends
____ 7. neighbors
____ 8. other (specify) _____

(Please turn to reverse side)

5. Which of the following areas would you feel comfortable discussing with a counselor?

47 48 49 50 51 52 53

____ 1. choosing subjects or courses
____ 2. assistance in order to do better in school work
____ 3. information about scholarships or loans
____ 4. information about careers
____ 5. personal problems
____ 6. problems with instructors
____ 7. other (specify) _____

6. Are you aware of the financial aid available to you at JCCC?

54

____ 1. yes
____ 2. no

If yes, please indicate the main sources of your information (check no more than 2)

55 56

____ 1. Financial Aid Counselor
____ 2. your counselor
____ 3. instructor
____ 4. news media
____ 5. brochures
____ 6. parents
____ 7. friends
____ 8. other (specify) _____

7. Do you know where a counseling office is located?

57

____ 1. yes
____ 2. no
____ 3. uncertain

8. Would you prefer to have all of the counselors located in one area or in various buildings throughout the campus?

58

____ 1. prefer one area
____ 2. prefer various buildings

9. Have you experienced difficulty seeing a counselor?

59

____ 1. yes
____ 2. no
____ 3. sometimes
____ 4. haven't attempted to see one

10. How many times have you requested assistance from a counselor?

60

____ 1. None: Please skip to question 23 at the end of this survey
____ 2. once or twice
____ 3. three or four times
____ 4. five or more

11. How much interest did your counselor show in counseling with you?

61

____ 1. much interest
____ 2. some interest
____ 3. not much interest

____ 62 12. How do you feel about the amount of time given for interviews by the counselors?

____ 1. length of interview is set by the student
____ 2. interview time is reasonable
____ 3. interviews are too short
____ 4. interviews are too long

____ 63 13. In trying to see the student's point of view, the counselor:

____ 1. was very accepting
____ 2. was somewhat accepting
____ 3. was not accepting

____ 64 14. Have you ever received assistance from a JCCC counselor with program planning?

____ 1. no: skip to question 23
____ 2. yes

____ 65 If yes, have you:

____ 1. changed program plan goals since initially enrolling at JCCC?
____ 2. modified program plan without changing goals?
____ 3. neither

____ 66 15. Did you meet with a counselor for program planning prior to enrollment for your first semester at JCCC?

____ 1. yes
____ 2. no

____ 67 16. In assisting you in the development of a program plan, the counselor:

____ 1. provided considerable pertinent information
____ 2. provided some pertinent information
____ 3. provided very little pertinent information
____ 4. provided no pertinent information

____ 68 17. In planning your program plan, the counselor:

____ 1. allowed you to choose any program you wanted without comment
____ 2. suggested that some programs might be more suitable for you than others
____ 3. suggested a specific program
____ 4. told you what program to choose

____ 69 18. Have you ever received assistance from a counselor in areas other than program planning?

____ 1. yes
____ 2. no

____ 70 19. If you plan to transfer to a 4-year college, did your counselor provide you with information concerning the requirements of that particular school?

____ 1. yes
____ 2. no
____ 3. do not plan to transfer

(Please turn to reverse side)

____ 71

20. Do you think that JCCC counselors are up-to-date with the transferability of courses to Kansas and western Missouri colleges?
    ____ 1. yes
    ____ 2. no

____ 72

21. The information that counselors have concerning the various courses at JCCC is:
    ____ 1. comprehensive and accurate
    ____ 2. usually comprehensive and fairly accurate
    ____ 3. somewhat limited and varying in accuracy
    ____ 4. very limited and inaccurate

____ 73

22. Was the counselor knowledgeable about JCCC courses and their content (related to your goals)?
    ____ 1. yes
    ____ 2. no

23. The space below is provided for your comments concerning the counseling services.

1 3 ___ ___ ___
1 2 3 4 5

JCCC Student Survey

Directions: This questionnaire is in two parts. Part I asks you to provide information about yourself and Part II asks your experience with certain student activities. All of the questions can be answered with a few words or by placing an (X) in the appropriate space. Please answer all questions as accurately as possible. Your cooperation by participating in this survey will help us improve the student activities available to you.

PART I. (General)

___ ___ (6 7) 1. Age: _____

___ (8) 2. Sex:
____ 1. male
____ 2. female

___ (9) 3. Marital Status:
____ 1. single
____ 2. married, no children
____ 3. married, children
____ 4. widowed, divorced or separated

___ (10) 4. Are you currently employed outside the home?
____ 1. mornings only
____ 2. afternoons only
____ 3. both mornings and afternoons
____ 4. nights only
____ 5. not employed

___ ___ (11 12) 5. If you are employed (outside the home), how many hours per week do you spend on the job? _____

___ ___ (13 14) 6. You are currently enrolled in how many credit hours at JCCC?
_____

___ (15) 7. You attend classes at JCCC during the following times: (check all that apply)
____ 1. before 2 p.m.
____ 2. 2 p.m. to 5 p.m.
____ 3. after 5 p.m.
____ 4. Saturday

___ (16) 8. Is this your first semester at JCCC?
____ 1. yes
____ 2. no

(Please turn to reverse side)

17 18 19

9. Have you attended another college or other colleges in addition to JCCC?
   ____ 1. yes If yes, how many hours were completed elsewhere prior to this semester? _____
   ____ 2. no

20

10. Do you plan to complete the requirements for an Associate of Arts degree?
   ____ 1. yes ____ 3. no, am in one-year career program
   ____ 2. no ____ 4. uncertain

21

11. Do you plan to transfer to a four year college or university?
   ____ 1. yes, after one semester at JCCC
   ____ 2. yes, after one year at JCCC
   ____ 3. yes, after completing two years at JCCC
   ____ 4. uncertain
   ____ 5. no

12. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here. (Mark one answer for each statement.)

	Very Important	Somewhat Important	Not Important
22 My relatives wanted me to come here			
23 This college has a very good reputation			
24 Most of my friends were going to this college			
25 Because of low tuition			
26 Opportunity to work and attend college			
27 Someone who had been here before advised me to go			
28 Because of the special educational programs offered			
29 I was not accepted anywhere else			
30 My guidance counselor advised me to go			
31 This college was close to home			
32 Able to be admitted without high school diploma			
33 Able to be admitted with low grades			
34 Thought it would be easier than other schools			
35 Social life at the college			
36 Social life within the community			

___ 37 13. Which ONE of the following was your major reason for attending JCCC?

____ 1. to prepare for a job or job improvement
____ 2. self understanding and personal development
____ 3. to gain a general education and appreciation of ideas
____ 4. to prepare for a happy marriage and family life.
____ 5. to develop my ability to get along with different kinds of people
____ 6. to transfer to a 4-year college or university.

PART II. (Student Activities)

___ 38 1. Which of the following is your MAIN source of information about campus activities or events? (check only one)

____ 1. school paper (Herald)
____ 2. other students
____ 3. bulletin boards
____ 4. signs and posters
____ 5. activities calendar
____ 6. other (specify) _____

___ 39 2. Do you feel the amount of information available regarding campus activities and events is adequate?

____ 1. yes
____ 2. no

If no, what are your suggestions for improving the communication regarding campus activities or events?

_____
_____
_____

___ 40 3. Approximately how many hours do you spend on campus per week outside of the classroom?

____ 1. none
____ 2. 1 - 5 hours
____ 3. 6 - 10 hours
____ 4. 11 - 15 hours
____ 5. over 15 hours

___ 41 ___ 42 4. In reference to the above question, how do you generally use this time outside the classroom? (check no more than 2)

____ 1. studying in the Educational Media Center (Library)
____ 2. studying elsewhere on campus
____ 3. organizations and clubs
____ 4. social activities
____ 5. recreation
____ 6. intramural program
____ 7. campus job
____ 8. other (specify) _____

(Please turn to reverse side)

____ 43

5. Which ONE of the following describes your typical evening activities from Monday through Thursday?
   ____ 1. stay at home
   ____ 2. go to work
   ____ 3. go to campus to study
   ____ 4. go to campus for a night course
   ____ 5. go out with a group of friends
   ____ 6. dating
   ____ 7. other (specify) _____

____ 44

6. With how many Student Activities Committees have you been involved while at JCCC?
   ____ 1. not at all
   ____ 2. one such organization
   ____ 3. two such organizations
   ____ 4. three or more

____ 45

7. How closely do you generally follow the news about varsity and/or intramural athletics?
   ____ 1. not at all
   ____ 2. not very closely
   ____ 3. fairly closely
   ____ 4. very closely

____ 46

8. In how many intramural sports (e.g., volleyball, basketball, tennis, handball), have you participated?
   ____ 1. none
   ____ 2. one sport
   ____ 3. two sports
   ____ 4. three or more sports

____ 47

9. How many inter-collegiate sports (e.g., basketball, baseball) have you supported through attendance at one or more of the games?
   ____ 1. none
   ____ 2. one sport
   ____ 3. two sports
   ____ 4. three or more sports

____ 48

10. What is your opinion about the importance for organized extracurricular activities on JCCC's campus?
   ____ 1. they are very important
   ____ 2. they are reasonably important
   ____ 3. no opinion
   ____ 4. for the most part they are irrelevant and distracting
   ____ 5. there should be no extracurricular activities

____ 49

11. How interested are you in what the Student Activities Coordinating Council does on this campus?
   ____ 1. very much interested
   ____ 2. quite interested
   ____ 3. no opinion
   ____ 4. somewhat interested
   ____ 5. not particularly interested
   ____ 6. do not know what the Student Activities Coordinating Council does

____ 50 12. In your opinion, the College Student Activities program should primarily:

____ 1. emphasize club activities
____ 2. emphasize group activities such as dances, concerts, coffeehouse, movies, etc.
____ 3. emphasize interest activities that are restricted to a relatively short period of time, e.g., tournaments (pool, foosball, chess), weekend trips, attend a ball game as a group, etc.
____ 4. emphasize sport events
____ 5. other (specify) _____

____ 51 13. What is your estimate of the total number of hours you personally would be willing to devote to ORGANIZED extracurricular activities in an "average" week?

____ 1. none
____ 2. less than 5 hours
____ 3. between 5 and 10 hours
____ 4. more than 10 hours

____ 52 14. How frequently have you attended Free Art Exhibits on campus (e.g., art exhibits in the EMC second floor and College Commons)?

____ 1. have attended most of them
____ 2. have occasionally attended
____ 3. have seldom attended
____ 4. have never attended

____ 53 15. Do you feel that students should be represented on various College Committees, (e.g., Intercollegiate athletics, Admission to the College, Curriculum Committee, Traffic Committee, etc.)?

____ 1. strongly agree
____ 2. agree, but not strongly
____ 3. no opinion
____ 4. disagree, but not strongly
____ 5. strongly disagree

____ 54 16. If you answered the above question YES, do you feel that students should be selected for these committees by:

____ 1. the College staff
____ 2. random selection from the student body with the student's consent to serve on the committee
____ 3. an elected student committee
____ 4. volunteers who indicate an interest
____ 5. a vote of all students
____ 6. other (specify) _____

____ 55 17. In your opinion, student activities should be planned:

____ 1. by the students only
____ 2. by students in cooperation with the College staff
____ 3. by College staff with cooperation of students
____ 4. by College student activities personnel only
____ 5. other (specify) _____

(Please turn to reverse side)

18. The College is interested in knowing what campus events or activities you would be interested in actively helping to plan and execute. Alternatively, what campus events or activities would you be interested in becoming involved in or attending once the initial planning and execution were complete? Please indicate your preference for each activity by placing a check in the appropriate blank.

BEGIN CARD 2

2 / 1 Duplicate from card 1 / 2 / 3 / 4 / 5

			Would actively help plan and execute	Would not plan but would attend once initiated			
				Definitely Would	Probably Would	Probably Would Not	Definitely Would Not
		1) Service Clubs					
	6	a. Junior Chamber of Commerce					
	7	b. Key Club					
	8	c. Big Brothers					
	9	d. Big Sisters					
	10	e. League of Women Voters					
		2) Social Service Functions					
	11	a. Blood Mobile day on campus					
	12	b. Community Chest					
	13	c. providing health services (e.g., vaccinations, influenza shots, eye and ear check-ups)					
	14	d. tutoring programs for grade school or special education students					
		3) Educational Symposia					
	15	a. drug abuse					
	16	b. political issues					
	17	c. environmental protection					
	18	d. changing sex roles					
	19	e. marriage and family planning					
	20	f. economy					
		4) School Spirit Organizations and Activities					
	21	a. rally committees					
	22	b. pep club					
		5) Special Interest Clubs					
	23	a. Engineer's Club					
	24	b. Radio Club					
	25	c. Photography Club					
	26	d. Drama Club					
	27	e. Retail Marketing Club					
	28	f. Aviation Club					
	29	g. Business Club					
	30	h. Art Club					
	31	6) Popular Concerts or Coffeehouse performances (e.g., John Denver, Mac Davis, Fleetwood Mac, Blue Grass Music)					
	32	7) Chamber Orchestra Concert Series (e.g., Iowa String Quartet, Chicago's Little Symphony, K.C. Philharmonic)					
	33	8) Dances					
	34	9) Homecoming Activities each year					
	35	10) Movies					
	36	11) Intramural sports (e.g., basketball, volleyball, flag football, softball, track, golf, tennis)					
		12) Others (please specify)					
		_____					
		_____					
		_____					
		_____					

____ 37

19. Please indicate the main reason you would not attend and/or participate in the preceding activities.

____ 1. no interest in campus activities
____ 2. would rather study
____ 3. lack of knowledge of such events
____ 4. cost too much
____ 5. never held at convenient time for me (e.g., week nights I have to study, attend meetings, etc.)
____ 6. other (specify) _____

The space below is provided for your comments concerning student activities.

1 4 ___ ___ ___
1 2 3 4 5

JCCC Student Survey

Directions: This questionnaire is in three parts. Part I asks you to provide information about yourself, Part II asks your experience with the college library services, and Part III is concerned with instruction. All of the questions can be answered with a few words or by placing an (X) in the appropriate space. Please answer all questions as accurately as possible. Your cooperation by participating in this survey will help us improve the library services and instruction available to you.

PART I. (General)

___ ___ 1. Age: _____
6 7

___ 2. Sex:
8 ____ 1. male
____ 2. female

___ 3. Marital Status:
9 ____ 1. single
____ 2. married, no children
____ 3. married, children
____ 4. widowed, divorced or separated

___ 4. Are you currently employed outside the home?
10 ____ 1. mornings only
____ 2. afternoons only
____ 3. both mornings and afternoons
____ 4. nights only
____ 5. not employed

___ ___ 5. If you are employed (outside the home), how many hours per
11 12 week do you spend on the job? _____

___ ___ 6. You are currently enrolled in how many credit hours at JCCC?
13 14 _____

___ 7. You attend classes at JCCC during the following times:
15 (check all that apply)
____ 1. before 2 p.m.
____ 2. 2 p.m. to 5 p.m.
____ 3. after 5 p.m.
____ 4. Saturday

___ 8. Is this your first semester at JCCC?
16 ____ 1. yes
____ 2. no

(Please turn to reverse side)

17 18 19

9. Have you attended another college or other colleges in addition to JCCC?
   ____ 1. yes If yes, how many hours were completed elsewhere prior to this semester? _____
   ____ 2. no

20

10. Do you plan to complete the requirements for an Associate of Arts degree?
   ____ 1. yes ____ 3. no, am in one-year career program
   ____ 2. no ____ 4. uncertain

21

11. Do you plan to transfer to a four year college or university?
   ____ 1. yes, after one semester at JCCC
   ____ 2. yes, after one year at JCCC
   ____ 3. yes, after completing two years at JCCC
   ____ 4. uncertain
   ____ 5. no

12. Below are some of the reasons that might have influenced your decision to attend this particular college. How important was each reason in deciding to come here? (Mark one answer for each statement.)

		Very Important	Somewhat Important	Not Important
22	My relatives wanted me to come here			
23	This college has a very good reputation			
24	Most of my friends were going to this college			
25	Because of low tuition			
26	Opportunity to work and attend college			
27	Someone who had been here before advised me to go			
28	Because of the special educational programs offered			
29	I was not accepted anywhere else			
30	My guidance counselor advised me to go			
31	This college was close to home			
32	Able to be admitted without high school diploma			
33	Able to be admitted with low grades			
34	Thought it would be easier than other schools			
35	Social life at the college			
36	Social life within the community			

___ 37 13. Which ONE of the following was your major reason for attending JCCC?

____ 1. to prepare for a job or job improvement
____ 2. self understanding and personal development
____ 3. to gain a general education and appreciation of ideas
____ 4. to prepare for a happy marriage and family life
____ 5. to develop my ability to get along with different kinds of people
____ 6. to transfer to a 4-year college or university
____ 7. other (specify) _____

PART II. (Library Services)

___ 38 1. On the average, how often do you use the library facilities?

____ 1. daily
____ 2. 2 or 3 times per week
____ 3. once a week
____ 4. 2 or 3 times per month
____ 5. once per month
____ 6. less than once a month
____ 7. have never used the library

___ 39 2. During which ONE of the following blocks of time do you most often use the library?

____ 1. 8:00-10:00 A.M.
____ 2. 10:00-12:00 A.M.
____ 3. 12:00- 2:00 P.M.
____ 4. 2:00- 4:00 P.M.
____ 5. evening
____ 6. Sunday
____ 7. have never used the library

___ 40 3. Due to the expense involved, the library can be open only one day on the weekends. Would you prefer that it be open Saturdays or Sundays?

____ 1. Saturday
____ 2. Sunday
____ 3. don't care

___ 41 4. Do you feel the library is open an adequate amount?

____ 1. yes
____ 2. no If no: Please specify when you feel the hours are inadequate _____
____ 3. not observed

___ 42 5. During a visit to the JCCC library you typically do which of the following?

____ 1. make use of numerous library materials
____ 2. make use of some library materials
____ 3. use the library as a study area only
____ 4. check out library materials and leave
____ 5. other (specify) _____

(Please turn to reverse side)

43

6. How often do your instructors encourage you to use the services and materials of the library?
   ____ 1. very frequently
   ____ 2. frequently
   ____ 3. occasionally
   ____ 4. seldom
   ____ 5. never

44 45

7. Which one of your courses at JCCC has required the most library work? _____

46 47

8. Which one of your courses at JCCC has required the least library work? _____

48

9. How would you rate the adequacy (availability of materials in your area of interest or assignments) of the collection of materials in the library?
   ____ 1. very adequate
   ____ 2. generally adequate
   ____ 3. sometimes inadequate
   ____ 4. generally inadequate
   ____ 5. not observed

49 50

10. If you indicated above that the collection of materials in the library is sometimes or generally inadequate, please specify the area of assignment or interest where the inadequacy exists: _____
_____

51

11. Which item below best describes your experience in locating materials in the library?
   ____ 1. easy to locate materials without assistance
   ____ 2. generally easy to locate materials - need some assistance
   ____ 3. difficult to locate materials - need much assistance
   ____ 4. not observed

52

12. Has the library staff responded to your requests for service promptly?
   ____ 1. yes
   ____ 2. no
   ____ 3. sometimes
   ____ 4. not observed

53

13. How would you rate the willingness to serve and the courteousness of the library staff?
   ____ 1. excellent
   ____ 2. good
   ____ 3. satisfactory
   ____ 4. poor
   ____ 5. not observed

54

14. Are you satisfied with the physical facilities (lighting, seating, etc.) of the library?
____ 1. yes
____ 2. no (specify) _____
_____
____ 3. not observed

55 56 57
58 59 60
61 62

15. Which of the following library services have you used?
____ 1. microfiche
____ 2. microfilm
____ 3. pamphlet file
____ 4. novels
____ 5. reference books
____ 6. magazines
____ 7. audio-visual materials
____ 8. none of the above

63

16. Are there any specific changes the college could make which would increase your use of the library?
____ 1. yes (specify) _____
____ 2. no

The space below is provided for your comments concerning the strengths and weaknesses of the library services.

BEGIN CARD 2

2 Duplicate from card 1
1 2 3 4 5

PART III. (Instructional)

6

1. Scheduling conflicts:
____ 1. have been no problem for me
____ 2. have been no worse than I anticipated
____ 3. will make it difficult for me to complete a two-year program in four semesters
____ 4. will make it impossible for me to complete a two-year program in four semesters

7 8 9
10 11

2. In the following areas, does the College offer you sufficient courses from which to build a two-year transfer program?

1. English & Oral Communications	____ yes	____ no
2. Social or Behavioral Sciences	____ yes	____ no
3. Natural Sciences	____ yes	____ no
4. Engineering & Mathematics	____ yes	____ no
5. Arts & Humanities	____ yes	____ no

(Please turn to reverse side)

12 3. Do you feel that your learning at JCCC has been frequently impaired because of class size?

____ 1. yes
____ 2. no

If YES, which ONE of the following was MOST responsible?

13 ____ 1. class too large
____ 2. class too small
____ 3. room too small
____ 4. room too large

14 4. Would you take a class that meets sometime between 2 p.m. and 5 p.m.?

____ 1. yes
____ 2. no

If NO, why not? _____

15 5. Would you take a class that meets after 5 p.m.?

____ 1. yes
____ 2. no

16 6. Would you take a class that meets on Saturday?

____ 1. yes
____ 2. no

17 7. Would you take a class that meets on Sunday?

____ 1. yes
____ 2. no

8. Nine class meeting types are listed below. Please indicate for each of these nine whether they are:

18 19 20 P (preferred)
21 22 23 A (acceptable)
N (not acceptable)

24 25 26

____ 1. one night (after 5 p.m.) a week for 3 hours
____ 2. two nights (after 5 p.m.) a week for 1½ hours
____ 3. one morning (before 2 p.m.) a week for 3 hours
____ 4. two mornings (before 2 p.m.) a week for 1½ hours
____ 5. one afternoon (2 p.m.-5 p.m.) a week for 3 hours
____ 6. two afternoons (2 p.m.-5 p.m.) a week for 1½ hours
____ 7. Saturday for 3 hours
____ 8. Sunday for 3 hours
____ 9. completing a course in 8 weeks by doubling the number of hours in class per week

27 9. Would you participate in a weekend college (i.e., one in which classes meet on Saturday and Sunday?)

____ 1. yes
____ 2. no

If YES, what kinds of classes would you be interested in taking? _____

_____

_____

____ 28

10. Would you be more inclined to participate in a weekend college if there were assurances that you could complete a degree or certificate program over an extended period?
____ 1. yes
____ 2. no

____ 29

11. Overall, how would you rate the quality of instruction provided at JCCC?
____ 1. excellent
____ 2. above average
____ 3. average
____ 4. below average
____ 5. very unsatisfactory

____ ____ ____ 30 31 32

____ ____ ____ 33 34 35

____ ____ 36 37

12. What educational degrees or certificates do you intend to earn in the next five years (check all those you intend to earn).
____ 1. none
____ 2. high school diploma
____ 3. certificate or license needed for an occupation such as electrician, beautician, real estate salesman
____ 4. two-year college degree (A.A.)
____ 5. four-year college degree (B.A.)
____ 6. Masters degree (M.A.)
____ 7. Doctoral degree
____ 8. other (specify) _____

____ 38

13. Would you take a class that meets sometime between 2 p.m. and 5 p.m. if the tuition were reduced?
____ 1. yes, definitely
____ 2. yes, maybe
____ 3. uncertain
____ 4. no

The space below is provided for your comments concerning the instruction at JCCC.

APPENDIX B

CLASSES SURVEYED

CLASSES SURVEYED

Monday, June 22	
8:00 A.M.	Long-Term Health Problems
6:00 P.M.	American History II
Tuesday, June 23	
8:00 A.M.	Comparative Cultures
	Intermediate Typing
9:30 A.M.	Accounting II
	Introduction to Humanities
	Communications I
11:00 A.M.	Physical Science
	Psychology
	Algebra
5:30 P.M.	Anthropology
8:30 P.M.	Business Law I
Wednesday, June 24	
8:00 A.M.	Marketing Research Seminar
	Advertising Copy Writing
9:00 A.M.	Microbiology
10:00 A.M.	American History II
11:00 A.M.	Accounting II
	COBOL I
	Accounting I
12:00 P.M.	Short Story and Novel
	Visual Technology I
1:00 P.M.	Principles of Chemistry
	Life Science
	Fundamentals of Math (HIP)
5:30 P.M.	Political Science
6:30 P.M.	Painting I
8:30 P.M.	Business Law II
Thursday, June 25	
9:30 A.M.	Concepts in Physical Development*
11:00 A.M.	American National Government*
12:00 P.M.	Basic Control Systems
12:30 P.M.	Speech
1:00 P.M.	Geometry/Calculus*
2:00 P.M.	Speech
5:30 P.M.	Philosophy of Current Civilizations
Friday, June 26	
9:00 A.M.	Economics I*
11:00 A.M.	Elementary Spanish II
12:00 P.M.	Algebra
	Police and Public

*Class was added after survey had begun.

Classes chosen from schedule but not used:

Wind Instruments Class I
Survey of Economics
Clinical Practice II
Philosophy of Religion
Piano Class IV

UNIVERSITY OF CALIF.
LOS ANGELES

SEP 24 1976

CLEARINGHOUSE FOR
JUNIOR COLLEGES